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ABSTRACT

A study was conducted to obtain an initial view of exemplary programs involving an emphasis on work and education in postsecondary settings. Twenty programs were selected and described on the basis of comprehensiveness of approach, cross-section of institutional settings, cross-section of educational traditions or approaches to career education, preliminary or final evaluation demonstrating a positive change in student outcomes, faculty/guidance/administrator outcomes and community persons outcomes, and overall judgment that significant positive outcomes warrant communication of success to outside institutions, communities, peers, and the general public. Institutions represent three categories: 2-year community colleges, 4-year colleges and universities, and undergraduate and graduate professional schools. The report contains a summary of the findings and recommendations to the National Advisory Council for Career Education regarding the setting of priorities for postsecondary education and work programs. Analyses of findings are discussed in length, and five major problem areas in developing postsecondary education and work programs based on outcomes for students are identified: Integration of abstract and experiential learning, assessment of student outcomes, credentialing based on student performance, information for planning, and Federal and State administration of postsecondary education and work programs. The report is contained in 39 pages; the remainder of the document consists of profiles of each of the 20 programs, each including description of origins, purposes, activities, and outcomes. (TA)

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MASTERS OF REALITY: CERTIFICATE OR PERFORMANCE?

Toward Policy and Practice for Postsecondary Education and Work Programs Based on Outcomes for Students

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by David Paul Rosen, Principal Investigator
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January, 1977

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The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas or degrees

Diplomas and tests are useful servants, but Congress has mandated the common sense proposition that they are not to become the masters of reality.

from majority opinion,
Chief Justice Warren Burger
Griggs V Duke Power Company
401 U S at 433 (1971)

* are various quotes, in my opinion, for contributing to the journal. I might urge you read those profiles + then contact them

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Two Year College Settings

* Abraham Baldwin Agricultural College (Ga.) GARY ROBERTS - LIB ARTS + VALUING FOR AG. TECH. STUDENTS
* Essex Community College (Md.) RHODA LEVIN
LaGuardia Community College (N.Y.)
Macomb County Community College (Mich.)
Northern Virginia Community College (Va.)

Four Year College Settings

* Alverno College (Wisc.) — S. JOEL REES - LIB. ARTS./COMPETENCES/
* California State Univ., Dominguez Hills (Calif.) WORK IN THE WORLD / WORK → JEANNE CURRAN
Empire State College, Lower Hudson (N.Y.)
* Lone Mountain College (Calif.) — JAN RAKOFF - PERSONAL DEVELOPMENT THRU EXPERIENCE + LIB ARTS
University of Alabama (Ala.)
University of Cincinnati (Onio)
Warren Wilson College (N.Car.)

Professional School Settings

* College For Human Services (N.Y.) Andrew Cohen, Steve Sunderland author for good preparation, life + value three competent practice in the human services
Ohio State Univ. School of Journalism (Ohio)
Health Professions Schools
* Society For Health and Human Values
* Ohio Board of Nurse Education and Nurse Registration
* Teacher Education Schools (contact persons only)
City College of N.Y., Center For Open Education
Navaho Community College (Ariz.)
Univ. of North Dakota, Center For Teaching and Learning

PREFACE

I. PURPOSES FOR THE PROFILES AND SUMMARY OF FINDINGS

The National Advisory Council for Career Education (NACCE) requested this study in order to obtain an initial view of exemplary programs involving an emphasis on work and education within postsecondary settings. The purposes of the Council were threefold: First, the Council wanted to know more about the state of the art of education and work programs at the postsecondary level. During the first two years of existence of the Council and the Office of Career Education (OCE), the vast majority of effort and resources have been concentrated at the elementary and secondary level. Descriptive information was desired to summarize "best practices" of education and work programs. Additionally, the Council sought to understand how postsecondary educators relate to the purposes of "career education," as defined by NACCE and OCE.

Second, the Council sought assistance in developing recommendations to the Congress concerning the framework for legislative authority affecting career education at the postsecondary level. Career Education legislation is due for reauthorization during the 95th Congress (1977-78). (See House and Senate Conference Report 94-1701 of Education Amendments of 1976, p 236).

Third, the Council sought to provide information for postsecondary practitioners, researchers and policy makers about "exemplary" education and work programs. In so doing, the Council desired to include those interested postsecondary educators in the ongoing debate about career education: its language and concepts, purposes, activities, administrative arrangements and reward structures.

II. SELECTING THE SITES

Shortly after initial discussions with several people in a reference group (composed of individuals involved in a wide variety of research, policy analysis and administration of education and work programs), we determined that, although it was possible to identify "exemplary" programs, it was not possible to identify "best" postsecondary education and work programs. This was due largely to the newness of career education terminology and concepts, to the absence of completed evaluations of postsecondary "career education" projects, and to the lack of consensus about ways to evaluate education and work programs arising from the several postsecondary traditions.

We decided to describe a cross section of postsecondary programs reflecting several traditions and degree levels. These programs were identified as exemplary, for a variety of reasons, by our reference group. From these programs we selected 20 programs based on criteria listed following this preface. Each program clearly demonstrated success through widely recognized positive outcomes for students.

We felt that in looking carefully at how persons who were involved in educational programs (including faculty, administrators, students, former students, employers and community resource people) defined and measured "positive outcomes for students," that we would assist the Council, OCE, educational practitioners and concerned observers in identifying what such outcomes mean in practice, and how they relate to the role of career education. (See Kenneth Hoyt, An Introduction to Career Education, 1975, and letter to Harvard Educational Review, Novemeber, 1976.)

We expected that a program's effectiveness could be described in terms of student outcomes in three settings: (1) the in-school setting, as developed through student contact with faculty, counselors and administrators; (2) the out-of-school setting, as developed through student contact with field supervisors, resource people and fellow students or employers; (3) the after-school

setting, as developed through the attitude of inquiry and continued learning of the former student's relations with coworkers, employers, colleagues and continuing education resources.

Descriptive information was compiled on more than one hundred institutions and programs in consultation with about forty resource persons.

Apart from overall judgments of postive outcomes for students, sites were selected to represent the following traditions and settings:

Educational Traditions

1. Liberal Arts
2. Cooperative Education
3. Professional Education
4. Experiential Education
5. Counseling
6. Competence Based Education

(Though we sought representation of the continuing education tradition, those practitioners and policy makers we consulted urged us not to include continuing education sites. They felt the purposes of career education were too unclear for adults to warrant their participation in the study. The NACCE will want to examine the relation of career education to the important tradition of continuing education and lifelong learning.

Additionally, we decided not to include sites representing the vocational education tradition. We feel that vocational programs do not meet the "comprehensiveness" criteria established by OCE.)

Institutional Settings

1. 2 year degree programs
2. 4 year colleges and universities
3. professional schools
4. urban and rural settings
5. schools with large and small enrollments
6. public and private schools

The scope of this study was a constant problem, since the time and resources were a major constraint on the number and depth of program profiles.

III. HOW SITE INTERVIEWS WERE MADE

Information was collected through site visits, telephone interviews, program descriptions, and through letters commenting on draft profiles. Site visits were conducted for the following programs, for periods of one or two days: College for Human Services, LaGuardia Community College, Empire State College/Lower Hudson, Ohio State University School of Journalism, Ohio Board of Nurse Education and Nurse Registration, Macomb County Community College, Alverno College, California State University at Dominguez Hills, Lone Mountain College, University of Alabama, Northern Virginia Community College and Essex Community College. Program directors were given an opportunity to review and revise their profiles. A list of interviewees is appended to each profile.

We emphasized allowing the participants in each program to communicate to other practitioners and policy makers some of their excitements and disappointments about their programs. We asked participants to describe (1) the ORIGINS of their program, (2) the PURPOSES of their program, (3) the ACTIVITIES, and (4) the OUTCOMES of the program, especially the outcomes for students attitudes and abilities.

IV. FOCUS ON OUTCOMES FOR STUDENTS

As stated in the SUMMARY OF FINDINGS, we believe that the focus on outcomes for students should be the governing principle for education and work programs. This orientation comes from our background in research, and from

other work for several student organizations and projects over the past six years. Our questioning of participants focused on what happened to the students involved in the program. Were students excited or involved? Were they challenged to test their personal ideas or career interests? Were they changed in any way, in their attitudes or abilities? Although we were interested in the outcomes for faculty members, administrators, counselors, employers and community people, we have valued most discussions of how participants defined and measured outcomes for students. We sought descriptions of the varied ways in which postsecondary education and work programs assist students in meeting their purposes, as expressed by students and others who have studied student needs.

V. ACKNOWLEDGEMENTS.

We would like to express thanks to approximately 175 people who participated in interviews in person or over the telephone at 16 sites.

We also wish to express gratitude to approximately 40 people from diverse backgrounds in postsecondary practice and policy who served as a reference group for the identification of exemplary programs of education and work in postsecondary settings, and for the determination of criteria for selection of sites. We extend warm thanks to Ken Hoyt, Office of Career Education, U S Office of Education, Ron Bucknam, National Institute of Education, Sidney Marland and Sol Arbeiter, College Entrance Examination Board, Tom Corcoran, New Jersey Department of Higher Education, Richard Ungerer, National Manpower Institute, Frank Wuest, Change in Liberal Education, and Paul Olson, University of Nebraska.

Special thanks go to Susan Strommer, student at William and Mary College, Lucy Race and Donna Shaw for their assistance in editing, typing and proofreading the report.

We hope this report is useful to these people, as well as to the Council, the Office of Career Education, and others engaged in the continuing debate concerning the relation of career education to postsecondary education.

WHAT ARE THE BEST CAREER EDUCATION PROGRAMS AT THE POSTSECONDARY LEVEL?

Criteria for identifying exemplary programs in order to clarify thru example the answer to the question "What does -- and what can -- 'career education' mean at the postsecondary level?"

Programs will be selected based on:

1. Comprehensiveness of approach, based not only on comprehensive learner outcomes and educational objectives/activities (as exemplified in attached listing from "An Introduction to Career Education"), but also based on concern for (1) efforts to change faculty attitudes and actions to focus on "why are students enrolled in the institution or program?" (2) efforts to involve business/labor in on-campus and off-campus total career education efforts, and (3) ways in which institution is resolving conflicts between liberal arts portion and professional specialization portion of its faculty.

2. Cross-section of institutional settings, based on 2-year, 4-year, graduate, and non-degree settings, department-wide or institution-wide programs, small or large enrollment or career education participant audience, urban or rural setting, public or private control.

3. Cross-section of educational "traditions" or approaches to career education, including, for example, vocational education, cooperative education, experiential education, liberal arts education, competancy-based education, career guidance and decision-making, educational brokerage services, consumer education, recurrent or continuing education, and teacher or educational personnel training in these above approaches.

4. Preliminary or final evaluation demonstrating a positive change in student outcomes (attitudes, skills), faculty/guidance/administrator outcomes (attitudes, involvement thru interaction, use of time, reward structure), and community persons (business/labor, other persons with a stake in the success of students) outcomes (attitudes, involvement in career education process). [NOTE: Although this is a crucial criterion, the short period of time during which formal evaluations could have been completed under a comprehensive career education approach may preclude a strict adherance to this requirement. In such case, criterion no. 5 will become more decisive.]

5. Overall judgment by program site persons (after consultation with outside evaluators) that significant positive outcomes warrant communication of success to outside institutions, communities, peers and the general public. The judgment shall be based on an assessment of outcomes in relation to costs to be borne by the site, on products which are replicable (curriculum materials, institutional plans, training materials), or processes which have had a broad impact on the institution, students, faculty or other program participants, the community or profession.

From "An Introduction to Career Education," A Policy Paper of the U.S. Office of Education, Office of Career Education, 1975

Learner Outcomes for Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary in emphasis from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce individuals who, when they leave school (at any age or at any level), are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.

2. Equipped with good work habits.

3. Capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work.

4. Equipped with career decisionmaking skills, job-hunting skills, and job-getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

Postsecondary Education and Work Program Sites

Two Year College Settings

1. Abraham Baldwin Agricultural College
   Tifton, Georgia
   Enrollment 2,100

   Humanities Program for Technology Majors

2. Essex Community College
   Baltimore County, Maryland
   Enrollment 7,200

   Experience-based Mental Health A.A. Program

3. LaGuardia Community College
   Long Island, N.Y.
   Enrollment 4,200

   Community-based, Institution-wide Cooperative Education Program

4. Macomb County Community College
   Warren, Michigan
   Enrollment (2 campuses) 21,500

   Comprehensive Program: Counseling, Computerized Career/Job Information and Curriculum

5. Northern Virginia Community College
   Annandale, Virginia
   Enrollment 21,000

   Sequential Self-Assessment Publications

Four Year College Settings

6. Alverno College (private)
   Milwaukee, Wisconsin
   Enrollment 900

   Competence-based, Institution-wide Curriculum

7. California State University, Dominguez Hills (public)
   Dominguez Hills, California
   Enrollment 5,700

   Discipline (Sociology) and Community-based Cooperative Education Program

8. Empire State College - Lower Hudson (public)
   Suffern, N.Y.
   Enrollment

   Contract Education and Credentialling for Older Students

9. Lone Mountain College (private)
   San Francisco, California
   Enrollment 800

   Tunbridge: Personal Awareness Program Utilizing Community Practitioners

10. University of Alabama (public)
    University, Alabama
    Enrollment 15,600

    Comprehensive Career Development Program: Curriculum and Counseling

11. University of Cincinnati (public)
    Cincinnati, Ohio
    Enrollment 36,800

    Institution-wide Cooperative Education Program

12. Warren Wilson College (private)
    Swannanoa, North Carolina
    Enrollment 400

    Rural Community-based, Institution-wide Work Experience Program

Professional School Settings

13. College For Human Services
    N.Y., N.Y.
    Enrollment

    Competence-based Professional School For Human Service Professions

14. Ohio State University School of Journalism
    Columbus, Ohio
    Enrollment

    Newspaper Internship Placement Program

15. Health Professions Schools
    Society for Health and Human Values
    Ohio Board of Nurse Education and Nurse Registration

16. Teacher Education Schools
    City College of New York, Center for Open Education
    Navaho Community College
    University of North Dakota, Center for Teaching and Learning

SUMMARY AND RECOMMENDATIONS

WHAT WE FOUND

Over a period of six months we talked with approximately forty postsecondary educational practitioners, researchers and policy makers in selecting the 20 programs profiled in this report. We interviewed and reviewed draft profiles with program participants (approximately 175 faculty members, administrators, students and former students, counseling and support personnel, business and professional representatives, and people from the local community) in the 16 programs included in the profile section. Institutions represent three categories: two-year community colleges, four-year colleges and universities, undergraduate and graduate professional schools. We found the following:

1. Excellent programs combining education and work have arisen during the past century in American postsecondary education from many traditions. These include the traditions of liberal arts, professional schools, cooperative education, vocational education, counseling and guidance, community colleges, continuing education and competence based education. (Due to time and resource constraints, this study did not write profiles of vocational education or continuing education programs.) These traditions have carried out activities in campus settings, in workplace settings and in after-school settings, which use campus, workplace and other community settings.

2. There is no one recognized tradition which dominates the thinking or discussion about postsecondary education and work programs.

3. There are strongly held views--and substantial controversy--over the- concepts, language and perceived political implications of career education as applied

to postsecondary education. We found substantial confusion regarding career education concepts, definitions and language.

4. Participants in programs have diverse motivations for introducing students to the world of work. Some are most concerned about assisting a student develop a lifelong process of self-exploration. Some are most concerned about exploration of a student's personal aspirations and abilities concerning a job or career field. And some are most concerned about "putting it all together"--an education, a job, a career, a personal life--for many kinds of people. They may be full-time or part-time students, or full-time or part-time workers, at many ages and at many stages of personal development. Such activities combine more and better information, counseling and other support, self-assessment, short-term skills courses, assistance in securing educational or occupational certificates, and assistance in job placement or advancement.

5. What these traditions have in common is their strong concern for the value and meaning of "work" for students participating in their programs. This concern is reflected in the investment of substantial financial resources and personal energy far beyond simply preparing a student for a job, or introducing a student to the abstract concept of work in the classroom.

6. The best programs consciously focus primary attention on defining and measuring outcomes for students, rather than on the outcomes for faculty, counseling staff or employers. We found other strategies, which focused first on providing comprehensive counseling and support, comprehensive information about jobs or careers, or comprehensive infusion of career development concepts into the curriculum. The best programs succeeded in having students become engaged in their personal assessment of their attitudes and abilities for--and subsequent outcomes from--participating in such programs.

We found three elements necessary to carry out such programs:

valuing: assisting students in identifying and testing their values about work and how it fits into their lives.

experience: providing students with work experience, in any of a variety of settings, to ensure an understanding of how they will fit in the workplace.

competences: translating personal goals, characteristics, and abilities into understandable levels of achievement which are valuable for students to plan career choices based on demonstrated abilities.

In addition, the best programs not only provided campus-based (in-school) and work-based (out-of-school) experiences for students, but also prepared students for achieving their purposes in life. Such programs show such a concern by helping students secure occupational credentials, become members of professional associations, develop continuing education opportunities, and find a role in the community.

8. In the course of this study we have identified five major problems facing persons concerned with developing postsecondary education and work programs based on outcomes for students. There are major problems in:

1. integrating experiential with abstract learning

2. assessing, that is defining and evaluating, the outcomes for students of such education and work programs

3. utilizing educational credentials which reflect the "reality" of student performance, rather than the purposes of employers or professional groups

4. a. collecting and providing good quality information to assist concerned groups in planning for the policy and practice of education and work programs

   b. providing good quality information to assist individuals in making plans for participating in such programs

5. establishing federal and state administration which involve the several postsecondary education and work traditions.

RECOMMENDATIONS TO THE NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION IN SETTING PRIORITIES FOR POSTSECONDARY EDUCATION AND WORK PROGRAMS

Based on the findings of this study, following are actions for consideration by the Council, in cooperation with the Office of Career Education and the National Institute of Education. The recommendations present the opportunity for the Council to set priorities for the development of a Career Education role in postsecondary education and work programs.

The first two recommendations can be carried out under current Career Education legislative authority, in cooperation with the Office of Career Education. The third recommendation can be acted on in consort with the Education and Work Division of the National Institute of Education, since it calls for major research efforts. The fourth recommendation outlines a framework which the Council may use in developing legislative proposals for postsecondary education within the reauthorization of Career Education legislation during the 95th Congress (1977-78).

I. New Guidelines for Grants to Postsecondary Education and Work Programs

The Council should direct its Special Committees on Career Education Beyond Secondary Schools and Clarification of Career Education Concepts, and other interested parties, to work with the Office of Career Education to write separate guidelines for grants to projects in postsecondary settings. The guidelines would provide an opportunity for further clarification of the Council's and OCE's definition of "comprehensiveness" for postsecondary programs. Based on the findings of this study, the guidelines should be governed by the following principles and priorities:

A. All projects must evidence a primary commitment to bringing about, through defining, facilitating and measuring, positive outcomes for students in terms of attitudes or abilities, rather than outcomes for faculty, em-

ployers or counselors.

B. All projects must demonstrate a focus on integrating experiential and abstract learning. Such efforts at integrating these two modes of learning must be based on student purposes. That is, they should begin by assisting students in defining and testing their own values. Further, projects should use competences, or similar specific assessments of abilities and attitudes which are understandable for students.

C. All projects must evidence a commitment to assessing outcomes for students. Assessment should be conducted "by and for" students, using self-assessment and external assessment. External assessment should be conducted by professionals, by employers, and by institutions.

D. Projects should be funded which assist students in securing occupational credentials based on performance-tested competences. Additionally, projects should be funded which work with examining agencies and professional groups to develop standards which effect a better match between credentials and performance.

E. Projects should be funded which utilize better methods of collecting and providing information to students and to educational planners.

The guidelines should make explicit a commitment to funding projects from diverse education and work traditions which meet the above criteria. In order to allow for both stability and evaluation, grants should be made for periods of not less than three years, with sufficient funds for both internal and external evaluation.

II. National Projects on "Best Practices"

The Council should direct the Special Committee on Career Education Beyond Secondary Schools and the Standing Committee on Survey and Assessment to work with OCE to establish National Projects of "Best Practices" on the problems listed below. These National Projects would bring together for periods of 2-3 years leading practitioners from several postsecondary traditions and other with experience in education and work programs. These participants would exchange information about successful practices, discuss new developments and problems, and plan the dissemination of resources about "best practices" for other practi-

tioners and policy makers. These National Projects would be assisted by staff from several resource agencies, both public and private.

Such National Projects are modeled on those carried out by the Fund for the Improvement of Postsecondary Education during 1975-77. [The FIPSE National Projects are on Better Information for Student Choice, Elevating the Importance of Teaching, and Alternatives to the Revolving Door for Disadvantage Students.]

National Projects should be formed to find the best solutions to the following problems:

A. Assessment of outcomes for students in education and work programs

B. Linking student performance to standards for professional credentials and institutional accreditation

C. Integration of experiential and abstract learning in education and work programs

D. Providing better information about student attitudes and performances, and about careers to students, educational planners and policy makers

III. Major Research Studies on Competences and Credentials

The Council should direct its Special Committee on Career Education Beyond Secondary Schools and Standing Committee on Survey and Assessment to work with OCE and the Education and Work Division of the National Institute of Education to carry out a limited number of studies on problems crucial to development of future strategies concerning education and work programs in postsecondary settings. Two major studies are suggested by the findings of this study:

A. Define and measure student competences in three settings: in-school, out-of-school and after-school. This study can build on substantial work done in elementary and secondary school settings.

B. Identify the usefulness of competence based education for performance in jobs and careers. Determine if competence based performance standards should be used to restructure requirements for credentials (for students) and accreditation of the quality of education (for institutions).

These two studies would provide substantial new information not only to practitioners, but also to Federal and state planners and policy makers. All of these persons need such practical information before there can be a major expansion of education and work programs in postsecondary settings.

IV. Legislative Proposal for Demonstration Authority for Career Education Within Postsecondary Education

The Council should work, through its Legislative Committee and OCE, to establish a substantially larger legislative authority to fund demonstration education and work projects from a diversity of traditions and settings within postsecondary education. This authority should use an amount ($10-20 million per year) of approximately the same size as is now used for all career education projects, and should be administered at the Federal level, rather than through a complex Federal-state structure.

This authority would fund (a) grants to institutions or projects from a diversity of postsecondary educational traditions (Recommendation I), (b) National Projects of "Best Practices" (Recommendation II), and (c) selected research studies on a small number of key problems, by or in cooperation with the National Institute of Education (Recommendation III).

Specifically, the legislative authority should include:

A. a purpose clause which clearly states the intention to fund projects which place first priority on outcomes for students. That is, priority should be placed on projects which focus on defining, facilitating and assessing outcomes which represent positive changes in attitudes and competences. Thus, a student is prepared and able to fit work into his or her life when leaving school.

B. a purpose clause which clearly states the intention to demonstrate with funding education and work projects based in diverse postsecondary education traditions (including liberal arts, cooperative education, professional education, comprehensive counseling, and competence based traditions) in diverse educational settings.

C. an advisory or governance structure which is composed of people with backgrounds in the diverse postsecondary traditions, as well as students and their families, who have the most at stake in education and work programs.

Recommendation IV recognizes that "Career Education" is not sufficiently defined in postsecondary education to warrant a complex Federal-state administrative structure, such as those proposed for Career Education at the elementary and secondary level. Therefore, rather than overstructuring the process, Recommendation IV proposes a demonstration structure for the next few years, allowing diverse interest groups to participate.

MASTERS OF REALITY: Certificate or Performance?

Toward Policy and Practice for Postsecondary Education and Work Programs Based on Outcomes for Students

ANALYSIS OF FINDINGS

As we interviewed participants in education and work programs, practitioners asked if we were trying to gather profiles of postsecondary "career education" programs. We stated that our inquiry sought to describe programs which integrated the concept of "work" (however defined by the program) with the concept of "education" (however defined by the program). We wanted to find out what made the programs successful, particularly in terms of outcomes for students: changes in attitudes or abilities, securing of employment, (again, however defined by the program).

The interviewing process was a constant dialogue over the meaning of career education for postsecondary education. As we explained it during our interviews, career education has been offered as a concept to assist policy makers, researchers, educational practitioners and the business community in planning educational programs which introduce students, at all educational levels, to the world of work.

In the early 1970's a career education movement began a national debate by advocating several strategies to infuse a general consciousness about the meaning of work for students in the elementary and secondary education levels. This would assist in the school to work transition after high school and in other work to education transitions later.

In 1974 Congress established the Office of Career Education in the U S Office of Education to carry out career education activities with authority of up to

$15 million per year. Since that time the career education movement has largely been championed by the Office of Career Education and by several state departments of education.

The Office of Career Education's concept of career education includes providing students with "adaptability skills," including (1) basic academic skills, (2) good work habits, (3) a personally meaningful set of work values, (4) career decision making skills and (5) job seeking, job getting and job holding skills.[1] These skills are seen as important to prepare students to "change with changes in the occupational society."

In our interviews with participants in 16 education and work programs arising from several postsecondary traditions, we found that most practitioners (faculty, counseling and support staff and administrators) do not identify with the term "career education," nor do they use it to describe what they do. Although some practitioners identify their overall efforts as "career education," most say that "career development," "career skills," "career preparation" and "work" are parts of their programs. This failure to identify with--and sometimes outright hostility toward--the term "career education" did not appear to arise from the absence of a concern for activities aimed at meeting the personal, job or career development needs of students. On the contrary, we found widespread concern among practitioners, students and employers about the poor preparation for work which college students seem to receive.

The fundamental failure of career education as a concept and rallying call for postsecondary educators arises from a variety of reasons. These reasons include the diverse origins of work related programs in several long standing traditions, differences in motivation of participants for introducing students to the world of work, differences in use of language, and differences in perceptions about career education administrative structures.

We found widespread confusion among postsecondary practitioners over the language and concepts of career education. We found them wary of, and often confused by the distinction between career education and vocational education,[2] the meaning of the term "comprehensiveness" in career education,[3] and the concept of work as defined by OCE.[4] We also found a reluctance to identify with career education because of its Federal and state administrative and funding patterns. Although states have established an "office of career education" within state departments of education, this activity is focused on elementary and secondary school programs, and holds little relevance, and more importantly, little payoff, for postsecondary programs.[5] Federally, the meager resources of OCE have been targeted at the elementary and secondary level. Less than $1 million has been available for postsecondary programs in the first two years. Lastly, we found career education, with its emphasis on information and guidance for students, often seen as an outgrowth of the counseling profession, rather than as a total concept involving other educational practitioners.

Despite the sound and fury over the language, concepts, administrative mechanisms and constituencies of career education, we found widespread consensus that the integration of education and work proposed by career education advocates represents one of the nation's most pressing social issues. The heightened expectations for personal rewards of an increasingly educated citizenry, the non-expanding job market for occupations offering financial rewards and personal satisfaction, the growing clamor from employers that college does a poor job of preparing students for work, all combine to create an explosive force for discontent among students, workers, prospective workers and employers. As a result of these perceptions of needs, we found educational practitioners experimenting with many approaches to providing a better articulation between the classroom and the workplace experiences of students.

Education and Work Within Postsecondary Education Traditions

We found this concern for education and work linkages echo throughout a number of diverse educational traditions. Postsecondary educators are not only concerned with programs assisting in school-to-work transitions,[7] but also with programs assisting in career advancement or personal satisfaction.

The Liberal Arts Tradition

The liberal arts tradition has a long history of programs designed to assist in career preparation.[8] Educators in liberal arts have traditionally utilized two basic strategies to develop linkages between the liberal arts and the work related purposes of students. One strategy seeks to provide broadening experiences (for example, through internships, orientation programs or community work programs) along with the more traditional curriculum (see profiles of Tunbridge, Empire State College, Warren Wilson College, LaGuardia Community College). The second strategy seeks to infuse a liberal arts curriculum into what would otherwise be narrowly defined occupational or professional curricula (see profiles of Abraham Baldwin Agricultural College, University of Alabama, and Society for Health and Human Values). Both of these strategies normally focus on a small percentage of the students, or, if they focus on a large number of students, they involve a small percentage of the student's time.

Another development which has grown out of the liberal arts has been the recasting of the entire curriculum and grading process away from a general learning model based on learning abstract concepts and toward an experiential model (see Figures 1 and 2). Whether this takes place during the development of new institutions, or in institutions which have gone through extensive curriculum and faculty renewal, these programs are often launched from a sense of mission of

the school in preparing "new" students for "new careers," in playing a role in community affairs, and in other ways tapping the energies of students. Schools such as the College for Human Services and Alverno College (see profiles) have not only succeeded in developing generalized competences for their graduates, they have given renewed meaning to concepts of morality and personal freedom by reapplying liberal learning to the competences. LaGuardia Community College (see profile) has similarly pioneered the integration of liberal arts inquiry with experience on the job. These concepts are among the oldest of the liberal arts tradition. Schools, through efforts to articulate the relevance of the liberal arts for the purposes of work, are discovering that they can empower their students, to borrow from College for Human Services rhetoric, to create and make fulfilling life choices at home and at work. Such a rediscovery underscores the vital link liberal learning establishes to personal fulfillment through work.

Professional Education

Professional education,[9] which prepares students for professional certification and for participatoin in a profession, most clearly illustrates the importance of viewing postsecondary education as preparation for work. Emerging, more highly articulated linkages between a profession and its educational preparation are already bringing about demonstrable changes in the professions.[10]

Within the professional education tradition, various models of education for career fields have developed.

For the health professions, a developmental system of educational resources and training has evolved. Components of this system include undergraduate pre-medical counseling, an array of nurse education programs, established medical schools, state licensing procedures (see profile of Ohio Board of Nurse Education and Nurse Registration), internships specialization and continuing education through re-examination and professional associations.

The education profession has evolved a largely homogeneous mainstream system for teacher education. The Center for Teaching and Learning at the University of North Dakota and the Center for Open Education at City College of New York exemplify innovative programs based on articulated visions of process (CTL) and content (COE). Education programs with a clear cultural or community based purpose have developed significant innovation in professional preparation at non-mainstream schools. The teacher education programs at Navajo Community College and the Indian Studies program at the College of Education, University of Arizona, represent such non-mainstream programs with demonstrated success in training teachers for a specific purpose: Navajo teachers for Navajo schools.

Those professions in which no formal educational credential is required have evolved alternative educational support systems or resources for practitioners. In the field of journalism, where the requirement of a credential will probably be forever precluded by the preservation of a free press, two fundamental educational models have emerged. One, exemplified by the Columbia School of Journalism, lays a year of "journalism education" on top of an undergraduate liberal arts education. The other model, standardized at the Big Ten universities (see profile of Ohio State University School of Journalism), urges students to practice journalism as an undergraduate and obtain field experience before enrolling in the one year masters program.

Other professional schools seek to broaden access to individuals for practice within the profession. Such programs develop new professional roles, or entry points, into a profession. The best of these programs create an atmosphere of shared learning among a diverse field of practitioners working wtihin the school setting. Essex Community College (see profile) for the health professions and Antioch Law School are notable examples of this effort. The College for Human Services (see profile) attempts to redefine an entire profession through its cur-

riculum and assessment activities.

Cooperative Education

A third tradition which is explicitely concerned with education and work linkages is cooperative education. Cooperative education is viewed by many educators as the most accessible method for students to learn first hand about work and future careers.[11] Several large universities identify themselves as "coop institutions": the University of Cincinnati (see profile) and Northeastern University. Comprehensive community colleges also identify themselves as coop schools: LaGuardia Community College (see profile). More typically, however, schools run coop programs limited to a small number of students from several departments or to many students from a few departments which have built up relations between faculty and employers (see profile of California State University at Dominguez Hills). During the past decade many hundreds of schools have begun cooperative education programs, partly through support from the Office of Cooperative Education in the U S Office of Education. With such rapid expansion, many of these programs are grafted on as additional activities in comprehensive universities or community colleges with varying degrees of planning and success (see profiles of the University of Alabama and Macomb County Community College).

A major shortcoming of the cooperative tradition has been the insufficient efforts to integrate classroom learning with the intern experience. A notable effort at integrating the two experiences is made at LaGuardia Community College, where liberal arts faculty work closely with "coop advisers" to develop curricula which help the student understand the intern experience through critical and systematic analysis (see profile).

Competence Based Education

Competence based education is a new educational practice with such rapidly increasing status that it has quickly established itself as a lasting educational innovation. Emphasis on teaching competences began at a number of institutions--Alverno College, Mars Hill College, Empire State College, College for Human Services and others--using various language to describe the process of breaking down the curriculum into specific skills, abilities or competences which can be clearly demonstrated. Such activity arises in response to frustration with the utility of the traditional liberal arts curriculum for students in need of job skills. Competence based curricula are attempts to recodify learning into generalizable units,method and skill. Some programs (Alverno) further break down the competences into developmental steps, allowing the student to clearly understand the sequence of attaining the desired abilities. The student can apply these abilities to virtually any problem or content area. They are longlasting competences. A major virtue of competence based education is that these steps and competences are understandable not only by students, but by faculty, administrators, employers and by society at large.

The competence based educational tradition is more subtly work related than the other traditions mentioned, but it is potentially a more powerful relationship, because it assumes the ability to combine well developed, generalized competences with specific content areas. Such a combination leads naturally to new forms of evaluation based on performance rather than on abstract measures. This, in turn, holds promise for better job performance, better professional service and increased productivity based not on cutbacks or cost saving mechanisms, but on an investment in improved performance of workers.

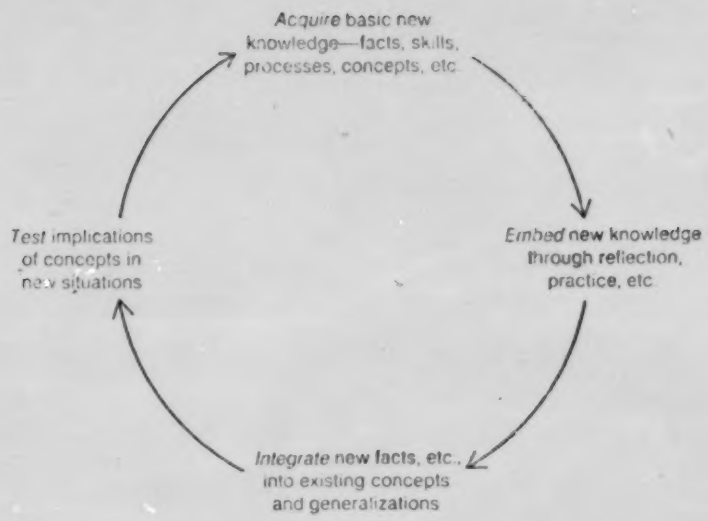
Comprehensive Counseling and Support Services

The fifth tradition we reviewed is comprehensive college counseling and related student support services. Counseling services are viewed by many comprehensive community colleges as an integral part of matching student career purposes with educational offerings. Course offerings which fluctuate according to student need are part of effecting such a match. Schools which emphasize counseling for education and work purposes try to develop a comprehensive picture for students of options, curricula, jobs and personal development. Special counseling services are often supported by an institutions own money to provide a large counseling staff, special needs counseling for women, minorities and underprepared students, as well as occupational counseling and placement services. Local or regional manpower projection services are provdied by some colleges or consortia. The Southeastern Michigan League of Community College (see profile of Macomb County Community College) maintains an advanced computer based manpower projection system. Other schools provide outreach counseling materials and services to area residents interested in continuing their education (see profile of Northern Virginia Community College). Some schools use their counseling staffs to teach college orientation courses to incoming freshmen.

Integration of Abstract and Experiential Learning in Education and Work Programs

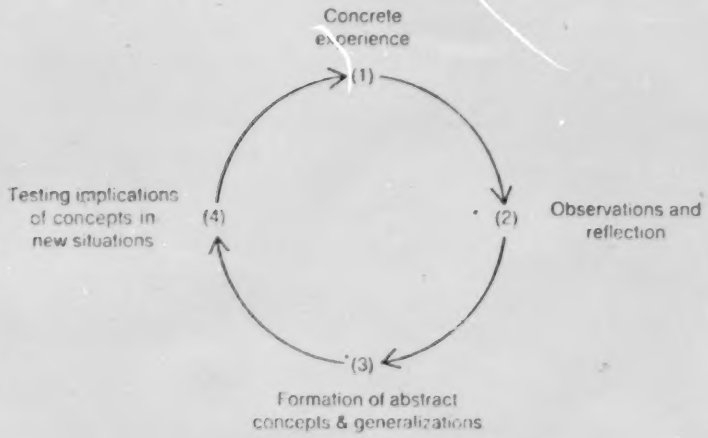
The vast and multivarious efforts that have evolved within postsecondary education for work related learning have fallen far short of effecting a close fit between the two systems of work and education. Employers, graduates and dropouts, parents and educators seek answers for the poor fit demonstrated between education and work. In large measure, this misfittage can be attributed to the widespread use of a general learning model (Figure 1). Because the model, as

FIGURE 2-2
A general learning model


Acquire basic new knowledge—facts, skills, processes, concepts, etc.
Embed new knowledge through reflection, practice, etc.
Integrate new facts, etc., into existing concepts and generalizations
Test implications of concepts in new situations

The testing of these new conceptual structures is the final phase. It is a phase at which the cycle is often broken in formal, university-level education because today there are few pedagogic mechanisms available to the student by which he can test the implications of his new understanding. The richness of the learning process is broken, too, as new conceptual bases are learned and then stored away to gather dust. Stage 4 is clearly more often reached in courses run along experiential lines, in short "executive" programs—or in courses allowing access to a pseudo real-world environment, via simulation models, for example—

FIGURE 2-1
The experiential learning model



described by Rockart and Morton,[12] tests mainly for abstract learning developed within a campus setting, it fails to offer students the opportunity to apply their learning to their experience in the world.[13] The general learning model has been described as most useful for preparation for academic careers, often in teaching professions which use abstract learning extensively. With the decline of the relative demand for jobs in the academic professions, and the decline of its usefulness even within that profession,[14] strong pressure has been building to more widely use learning models based on experience. The experiential learning model (Figure 2) avoids the inadequacies of the abstract model.[15] Learners test their conceptual learning by their own experience.

We present these two learning models to indicate the importance of the basic learning framework of education and work programs in determining the resulting quality of a student's preparation for work.

Necessary Elements for Effective Education and Work Programs

The widespread concerns for education and work linkages shown in postsecondary traditions can be viewed as a tapestry. Within this tapestry of education and work programs we found three common threads essential for completing the weave. The first strand is a valuing element, that is, a structured educational experience which clarifies for the student his or her own value system and those of others. Such an element brings a sense of engagement to the student, a sense of clarity concerning morality and freedom as experienced in our world.[15] Valuing is necessary to provide understanding of one's self and others in an historical context. Through such a valuing component in education and work programs, purposes for students are clarified for the student and for others. Students are prepared to become sentient men and women.

assessment for a given profession by enumerating "competencies" which must be attained. Competences tend to be grouped into broad, generalized categories; competencies often are enumerated in long lists of specific tasks or abilities.

We prefer the term "competences." Its utility is more broadly applied, it is less constrained by contextual limitations, and its focus on describing an individual's skills and methods of working make it more useful for students. Both terms imply assessment by demonstrated performance, where one' internal--or "owned"--competence can be reflected in the understanding of others. The term competences, however, comes closer to identifying long term, even lifelong, traits.

Together, then, these three elements--valuing, experience, competences--comprise the activities necessary for productive education and work programs. We found three settings in which outcomes for students could be measured to describe a program's effectiveness. The in-school setting contains outcomes for students developed through relations with faculty, counselors and administrators on campus. The out-of-school setting provides those experiences developed through student relations with field supervisors or resource persons in a workplace. The after-school setting holds importance for students in sustaining the attitude of inquiry and continued learning developed by participants in education and work programs, which may take place on a campus, in a workplace or other community location.

PROBLEMS AND SOME SOLUTIONS

In the course of this study we have identified five major problem areas facing persons concerned with developing postsecondary education and work programs based on outcomes for students. Students, faculty, counselors, administrators, employers and community people view these problems in their own contexts and for their own purposes. They also recognize that these are the problems which must be discussed in common in seeking to forge more effective education and work linkages. There are major problems in:

1. integrating experiential with abstract learning
2. assessing, that is defining and evaluating, the outcomes for students of education and work programs
3. utilizing educational credentials which reflect the "reality" of student performance, rather than the purposes of employers or professional groups.
4. a. collecting and providing good quality information to assist concerned groups in planning for the policy and practice of education and work programs

   b. providing good quality information to assist individuals in making plans for participating in such programs
5. establishing Federal and state administrative structures which involve the several postsecondary education and work traditions

Integration of Abstract and Experiential Learning

The integration of abstract and experiential learning comprises the central problem for education and work programs. It is the single problem that addresses the learning elements we found necessary for effective programs--valuing, experience and competences or other descriptions of attitudes and abilities understandable to students, educators and employers. The use of competences has proven to be an effective way to help insure the integration of these two learning experiences by stating from the outset the anticipated outcomes for students, and by pro-

viding definitional components for assessing such outcomes. Integrated learning can therefore be viewed as the key to relating education and work purposes for students. Any program which hopes to achieve positive outcomes for students must provide both types of learning experiences. But it must also provide meaningful ways to integrate the two for students into a coherent understanding of self and others, and an understanding of their ways of achieving a sense of engagement in the world. A number of the programs we describe illustrate solutions to this central problem within diverse combinations of educational settings.

Some Solutions

Valuing: Abraham Baldwin Agricultural College (see profile) provides students majoring in agricultural technologies with a year long opportunity to examine their interests and motivations in selecting a career. The students are guided through a developmental liberal arts program, and in the process are made aware of their own values and the implications those values hold for their career choices. The Society for Health and Human Values (see profile) has developed curricula which clarify human values in the practice of medicine. These curricula are used at nearly thirty schools of medicine. The Health and Human Values model holds important implications for patterning new role behaviors for health practitioners based on the articulation of human values in the practice of medicine. Empire State College (see profile), which focuses on providing individualized educational opportunities for mid-career men and women, has found it necessary to design programs in liberal arts to complement the considerable, though highly work or job specific, experience of their students. The school views the infusion of liberal learning as necessary to broaden the student's understanding of the link between personal purposes and career activity. Alverno College (see profile) has created a new relevance of the liberal arts for its students by a thoroughgoing

reform of instruction based on the articulation of competences. Based on discussion with students, we found them better able to find value in their curriculum when it relates directly to their personal purposes, as clarified by the competences.

Experience: LaGuardia Community College (see profile) is a comprehensive community college which requires participation of all students in its cooperative education program. LaGuardia provides three quarters of full time employment through coop placements. More importantly, it does an excellent job of applying classroom instruction to the field experience through the development of its TAR (Teaching-Application-Reinforcement) curricula. The data processing and philosophy TAR models are notable examples of the application of technical and liberal arts instruction to the field experience. LaGuardia's TAR curricula are a most effective general learning model to integrate field experience with classroom learning. The effectiveness of the TAR curricula lies in its testing of abstract concepts for the student within structured field placement experiences.

The University of Cincinnati (see profile) also offers a comprehensive cooperative program for its 40000 fulltime and parttime students, though its efforts at integrating the intern experience with classroom learning are far less concerted than those of LaGuardia. The University of Alabama (see profile) offers a limited number of cooperative internships as part of an institution wide effort to articulate career purposes for its students through faculty development. The Social Services Research Center of California State University at Dominguez Hills offers a discipline based (sociology) work experience through its campus based social research laboratory. Students at SSRC work on projects commissioned by community agencies, and are held accountable for their work by professional research standards. (see profile)

Warren Wilson College (see profile) requires that students work on the college

farm in an effort to develop a sense of student participation in community development activity. The work experience provided by Warren Wilson seems valuable in heightening a sense for students of participation and belonging in a free standing community while pursuing traditional liberal arts studies. However, the effects of such experience have proven difficult to assess. Alverno College and the College for Human Services (see profiles) both provide field placements for their students within competence based programs. Alverno offers parttime placements for undergraduate liberal arts students. The College for Human Services offers more intensive field experience through agency placements as part of a rigorous competence based curriculum designed to educate human service professionals in a masters level program.

Empire State College (see profile) utilizes the previous experience of students to adjudge educational needs. A network of resource persons drawn from business, labor, industry and the professions work with students. The Tunbridge program at Lone Mountain College (see profile) seeks to help young adults make the difficult transition from adolesence to adulthood by providing a variety of experiences with a community based network of professionals. These "networkers" serve as role models, sources of information and mentors for students exploring for the first time their career interests.

Competences: Several outstanding models of competence based education represent the different purposes which the tradition serves. As noted, the curriculum at Alverno College is a thoroughgoing effort at the collegewide reform of teaching. The competences, listed below, are highly applicable and generalizable abilities for students.

1. Effective communications ability
2. Analytical capability
3. Problem solving ability
4. Facility in forming value judgments within the decision making process
5. Effective social interaction
6. Understanding of individual/environment relationships
7. Understanding the contemporary world
8. Educated responsiveness to the arts and humanities

Alverno's list does not represent a definitive set of competences, nor do its progenitors intend it to be considered as such. One can argue over whether every undergraduate should possess a "competence" of understanding relations between the individual and the environment, or understanding the contemporary world.

The College for Human Services also utilizes a competence based curriculum. Their model is specifically geared to educating and training human services professionals and is not exclusively focused on undergraduate liberal arts preparation. The CHS model does include a strong liberal arts component, but its competences are more specific to the human services profession:

1. Assume responsibility for lifelong learning
2. Develop professional relationships with citizens and coworkers
3. Work with others in groups
4. Function as a teacher
5. Function as a counselor
6. Function as a community liaison
7. Function as a supervisor
8. Act as a change agent

- These competences are taught within five dimensions: Purpose, Values, Self and Others, Systems and Skills.

The New Models for Career Education at Empire State College/Lower Hudson (see profile) has developed competences for its Allied Health and Human Services areas of concentration. At ESC these competences are used more as guides in assessing individual student strengths and weaknesses. The curriculum, including use of the competence lists, is highly situational and individualized. The Human Service competences are more generalized, while the Allied Health "competencies" are much more specific and numerous.

All these models of competences share a common strength. Through their use of competences they are able to define the criteria by which their students are to be assessed. By establishing such direct measures for assessment of outcomes for students, competences state from the outset proposed linkages and student purposes within education and work programs.[16]

Assessment of Outcomes for Students

The problem of assessing outcomes for students in education and work programs involves the companion activities of defining purposes and evaluating outcomes in three settings: in-school, out-of-school and after-school. It is a critical and complex problem area that must be addressed to evolve good quality policy and practice for education and work programs. Because of the diverse interests at stake in such programs--those of students, professions and employers, we found a need to design tools of assessment focused on the purposes of each group. Additionally, we found that the participation of professionals and employers in the assessment of outcomes for students helps to ensure that such outcomes are suited for the needs of, and are understandable to those groups. Assessment as we describe it is further related to the problem of credentialing for the professions (see below).

The multidimensional nature--diverse audiences and settings--of assessing outcomes for students makes the problem difficult to address with comprehensive solutions. Typically, the programs we reviewed exhibited an awareness of the need to assess outcomes for students, but few of them had developed tested mechanisms for assessment.

Some Solutions

The most notable example we found of student self-assessment is the set of counseling materials developed by Northern Virginia Community College (see profile). These materials are designed to guide students through a sequential pro-

cess leading to a heightened self-awareness about values and purposes. The materials can be used in a variety of settings and in consort with other educational resources: at home, at the counseling center, as orientation for newly enrolled students, with a program of courses. The Northern Virginia materials also have the advantage of being easily disseminated for widespread usage.

Three of the schools we looked at developed assessment measures through use of competence based curricula. These models of assessment not only focus on evaluation for student purposes, but also for those of professions and for employers. The CHS is the most clearly articulated assessment model we reviewed. It provides a carefully designed developmental sequence for assessing student performance in-school (the classroom) and out-of-school (the agency placement). The CHS performance based model also holds implications for the assessment of practitioners within the human services profession. As increasing numbers of graduates enter the profession, the performance based nature of their preparation will test the appropriateness of existing profession standards for entry and advancement. Such testing further implies reforms in the profession's credentialing standards, as practitioners with new kinds of preparation are proven to be competent. Employers benefit from the CHS assessment model as well, as new insights into productivity are drawn from performance based assessment.

Assessment at Alverno (see profile) is central to clarifying and measuring the attainment of levels of competence for the students. It has further helped clarify for local employers, by using business and industry representatives as assessors for students, what abilities the employer can expect of Alverno graduates. Though not specifically focused on a profession as CHS is, the assessment process at Alverno is partly modeled after that used by business to identify talented employees for advancement. Thus, the process both clarifies and measures objectives for the students, as they attested in interviews, and provides measures to help employers hold reasonable expectations of graduates.

Empire State College has developed an assessment procedure which judges the merit of past experience in relation to educational purposes. It has also developed an individualized process of assessing outcomes for students. It has also developed an individualized process of assessing outcomes for students. Empire State graduates, as a result of their individualized degree programs, constitute a challenge to the credentialing mechanisms of professions, with implications for how professions admit new practitioners to the field.

Credentialing Based on Student Performance

Chief Justice Warren Burger in Griggs v Duke Power held that educational credentials, occupational certificates and licenses should not a priori be deemed "masters of reality," that they not be considered inherently valid, or even useful, measures of work competences or abilities. Griggs is an important look by the judiciary at an increasingly credentialized society and that society's impact on individual rights. The proliferation of credential requriements by both employers and professions has far outdistanced the original purpose for certifying the abiltiy of professionals to-serve their clients competently.[17] The procreation of myriad employer-established educational requirements for jobs, credentialing and certifying agencies and boards of examiners serves to orchestrate the discontents of unemployed graduates, non-college educated workers and disgruntled employers. However, the rise in credentialism speaks not only of a crisis in matching job applicants with gratifying work in demonstrated areas of competence. It represents an effort to establish the formalized relationship--indeed relevance--of education to work. In short, the degree is held as certification that the graduate has gained a preparation in basic skills necessary to become a career member.

This of course is a questionable surmise. The testimony of employers beginning their own job training programs (Xerox and Kodak are two examples), of researchers

who have found little demonstrable correlation between the baccalaureate experience and preparation for work (Wilms, 1975), of growing numbers of graduates who indicate that their education provided little of relevance as preparation for their work, lays bare the speciousness of the tenet that the education offered by most postsecondary institutions builds a negotiable bridge from the status of student to the status of career worker.

We view the purpose of credentialing as best achieved when credentials are used to certify competent student performance and competent performance of the professional practitioner. That purpose holds that professionals must serve their clients competently. It does not hold that credentials are to serve the management problems of employers, nor does it regard as important the stabilization of professional career advancement standards.

Some Solutions

The College for Human Services and Empire State College have been noted as competence based programs which provide performance based models of assessment for several professions. We feel the experience of CHS and ESC provide valuable lessons for retracking credentials based on the reality of student performance. This reform would rock professions such as teaching, soical work or law, where tenure or passing an examination certifies "lifelong competence." (For a full discussion of the needed reforms in credentialing and accreditation practices, see the Newman Report on Higher Education and the Final Report of the Study Commission on Undergraduate Education and the Education of Teachers.)

The health professions provide an instructive rationale for reforming current credentialing practice. Many health care professionals are required to periodically test and upgrade their knowledge, based on the assumption that rapid changes in the knowledge of health care invalidate the notion of lifelong competence. Competent service is therefore viewed in need of regular review.

The Ohio Board of Nurse Education and Nurse Registration (see profile)

exemplifies the state licensing agency which attempts to guarantee professional standards" by establishing educational requirements for prospective practitioners. The Ohio Board is noteworthy in that it maintains consultative, rather than solely regulatory, relations with schools of nursing in the state. The Board complements its more traditional credentialing role by serving as a resource center for nurse educators, by involving itself in state legislation related to nurse education and health care practice, by permiting and sometimes fostering innovations, and by attempting to plan for health care manpower needs in Ohio.

Information for Planning

As with the problem of assessment, collecting and providing good quality information for planning the policy and practice of education and work programs is marked by a multiplicity of purposes for differing audiences. Students need accurate information to make sound educational and career decisions. Practitioners and policy makers--both Federal and state--require such information to plan education and work programs based on demonstrated need. Additionally, employers should be consulted to provide information on their manpower needs and education requirements for projected job openings. Solving the need for sound information for student decisions is the responsibility of both education and work programs and Federal and state agencies.

Some Solutions

Postsecondary education and work programs should probably provide such information commensurate with the "fair and accurate" standard established by the 1976 Education Amendments (Public Law 94-1701, Section 493) for financial aid and institutional information practices. The manpower needs information provided by the Southeastern Michigan League of Community Colleges (SEMLCC) (see profile of Macomb County Community College) is a fine example of a computer based system capable of serving the information needs of students, educational planners and

employers. The system generates files on jobs available, educational requirements, graduates hired and graduates available for employment. In addition it is planned to provide accurate, short term manpower projections specific to the tri-county area surrounding Detroit. The state of Michigan is seeking to expand the SEMLCC system statewide, as well as apply it to four year schools.

Navajo Community College and the Navajo Teacher Education Project at the College of Education of the University of Arizona are examples of programs with specific objectives based on demonstrated need. In this case, the schools have surveyed the need for Navajo teachers (a question of numbers) and have developed programs of career preparation based on community need (a question of educational design).

Federal and state agencies need to develop comprehensive, easily understandable descriptive information of outcomes for students. Minnesota has employed a statewide evaluation of outcomes for students enrolled in vocational-technical programs. Ken Hoyt has also designed evaluation instruments focused on student purposes as measured by employment and economic return. Both these instruments are intended to provide information for the student as a decision making aid.

Additionally, state, regional and national manpower information is needed which can help guide practitioners and policy makers in planning new programs to meet job demand. The Southern Regional Education Board in Atlanta is an example of a regional state association providing manpower information for educational planning purposes. The eight Department of Labor state demonstration grants could serve as models of statewide information systems for education planning needs.

State licensing agencies are another potential source of information for educational planning purposes. By simply monitoring the number of licensed practitioners in given fields within a state, such agencies can provide a valuable check of manpower needs. Through more sophisticated inquiry they can check the

utility of educational requirements and programs as they relate to statewide professional practice. The Ohio Board of Nurse Education and Nurse Registration exemplifies some of the information functions state licensing agencies can perform.

Federal and State Administration of Postsecondary Education and Work Programs

Current Federal and state administration of education and work programs hold little relevance for postsecondary educators. It is not within the scope of our charge to examine these adminstrative mechanisms. However, the problem deserves mention here because of its importance. The constellation of education and work adminstrative programs confounds most practitioners we spoke with, who have difficulty discerning the discreet purposes of the many Federal programs. These programs include the Office of Career Education, Vocational Education, Office of Cooperative Education, Bureau of Occupational and Adult Education, Department of Labor manpower programs, Office of Continuing Education, Fund for the Improvement of Postsecondary Education, National Endowment for the Humanities, the Education and Work Division of the National Institute of Education, the work/study program, as well as several national projects such as Cooperative Assessment of Experiential Learning and the National Manpower Institute If the widespread concern for developing education and work linkages is to be translated into an effective instrument for social change and social policy, then an articulated Federal posture toward such programs must emerge. It may be that Career Education will serve such an umbrella function for postsecondary educators and policy makers, though this seems questionable given the skepticism with which they currently view the concept. It may be that a "let a thousand flowers bloom" strategy will be more meaningful for practitioners, particularly if a healthy diversity of programs and projects, a kind of creative chaos, is fostered. Whatever the outcome of such an articulation or consolidation, the

need for clarity in the Federal administration of education and work progams is evident.

At the state level, a similar clarity is necessary. Seth Brunner has outlined some proposed strategies for state education and work policy.[18] Coordination will be necessary of state postsecondary education commissions, education and work task forces, licensing and accrediting agencies as well as state legislative initiatives. Federal support may be appropriate for such coordination. However, formal state administration of Career Education monies for postsecondary programs, similar to that mechanism proposed in the Perkins Career Education Bill for elementary and secondary programs, seems inappropriate. The current lack of clarity of purposes of Career Education for postsecondary practitioners and policy makers indicates that a less formal state-Federal role is called for at this time. In any case, there needs to be articulation between the plethora of Federal and state education and work programs and state efforts at coordination of their education and work activities.

NOTES

1. Kenneth Hoyt, An Introduction to Career Education, 1975, DHEW Publication No (OE) 75-00504

2. The career education/vocational education distinction is an ongoing debate which seems inherently insoluable. For though career education proponents aver that the two concepts are different, their arguments carry a "not only, but also" ring to them. Career education is seen as not only concerned with narrow vocational interests, but also with adding a focus on preparation for work in most, if not all, courses, and at every point through a person's educational development (see Hoyt letter in November, 1976 Harvard Educational Review). The Brubb and Lazerson/Hoyt debate in the Harvard Educational Review exemplifies the tautological nature of the arguments "for" and "against" distinguishing career education from "vocationalism."

3. "Comprehensiveness" is a term stressed by OCE, yet it is difficult for many practitioners to take such reform seriously in the light of the limited resources and confusion associated with career education. We have found liberal arts faculty particularly wary of the narrow vocationalism they see shadowing the language and concepts of career education.

4. Further distrust is engendered by the concept of work expressed by OCE: "conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others." (Hoyt, op cit). Such a conception of work ignores a distinction between paid and unpaid work. By so doing it lowers the debate on solutions to the articulation of work and education to a vapid level, far removed from the real concerns of people to not only earn a comfortable wage, but partake in work--in a livelihood--which provides a measure of fulfillment and personal satisfaction. A career education policy, particularly for postsecondary education institutions, based on such an unfocused concept of work represents a hollow call to reform indeed. Though even critics concede the relevance of career education concerns, it has been "at its most grandiose...too flippant in its promises without regard for the level of demand for labor" (Russell Hill, University of South Carolina in Nov, 1976 HER, p 662).

5. State efforts which do concern postsecondary institutions seem to center on developing statewide dissmenination system of career education curricular materials for educational personnel (Michigan), support for existing two year occupational programs (New Jersey), statewide credentialing requirements for professional schools (Florida and Ohio, see profile of Ohio Board of Nurse Education and Nurse Registra-

tion), and statewide evaluation of outcomes for students enrolling in vocational/technical institutions (Minnesota).

7. Sol Arbeiter, Bridging the Gap: A Study of Education-to-Work Linkages, 1975, College Entrance Examination Board, New York

8. For a full discussion, see Paul Olson, The Liberal Arts and Career Education: A Look at the Past and the Future, OCE Monograph, undated

9. The fundamental problem faced by professional education is fostering the development in students which leads them from the status of student to the status of practicing professional. The problem is universally viewed in two parts: the academic experience and the clinical experience. The integration of these two parts lies at the heart of professional education. The clinical experience leads to a sense of personal engagement for the student practitioner. In turn, the formulation of an academic curriculum represents a codification of a profession's knowledge and practice. The academic training surrounding a profession can also lead to a redefinition of practice, as in the case of "allied health programs" (see profiles of Essex Community College, Empire State College) or the case of the College for Human Services (see profile). Such definitions, or redefinitions, further prescribe credentialing and assessment standards for a profession, as well as the continuing education requirements or resources allied to a given profession.

10. Traditional credentialing mechanisms are being challenged (Navajo Community College, Empire State College, College for Human Services). Assessment procedures, both in-school, and on the job, are being renovated (College for Human Services, Essex Community College). Changes in professional education preparation ultimately have the potential to improve productivity and service, both for employers within a profession and for society on a broad scale. This has been demonstrated in New York City, where agency directors employing College for Human Services graduates report increases in productivity. Such increases become doubly important in the context of New York City's financial crisis. The performance based assessment espoused by the College for Human Services is being viewed by some agency directors as a way to maintain service in the face of diminishing resources.

11. One of the most significant outcomes of cooperative education is the motivation it seems to provide for underprepared students to complete their college experience. At LaGuardia, an open admissions college which is part of the City University of New York, educators find that students who would be likely to drop out are motivated to stay by the coop program and the opportunity for paid work it provides. The motivations for advance study and the diversified access to work experience are two valuable contributions of the cooperative education tradition which should be further nurtured by post-secondary policy makers and practitioners.

12. John Fralick Rockart and Michael Scott Morton, Computers and the Learning Process in Higher Education, 1975, Carnegie Foundation for the Advancement of Teaching, Berkeley, Cal.

13. Rockart and Morton describe the breakdown in the model:

> It is a phase at which the cycle is often broken in formal university-level education because today there are few pedagogic mechanisms available to the student by which he can test the implications of his new understanding. The richness of the learning process is broken, too, as new conceptual bases are learned and then stored away to gather dust. (p 21)

The model becomes more important as a vehicle for understanding the poor preparation for work students receive in academic settings. It ignores experience related to skills, understanding and attributes needed to perform competently in a given career or profession. Conditioned by learning which is exclusively abstract, it becomes clear why graduates have difficulty performing in their first work experience after college, where practical understanding--"know-how"--rather than abstract knowledge is required. Business and industry representatives involved in education or training programs speak of providing students with "hands-on" experience.

The widespread use of the abstract learning model indicates a failure to guide educational practice and policy by a concern for the educational outcomes for students, outcomes related to students' education and career purposes. It further indicates the dominance of research needs of major universities, a dominance which establishes status in American post-secondary education (Dolan, Arrowsmith, 1975).

The experiential model has been articulated by Kolb (1971) in response to the "frustration of the inapplicability of learning theory for the practical educator." (Rockart and Morton, p 19) The experiential model developed from the work of a diverse field of education and training practitioners: sensitivity training practitioners (Schein, Bennis 1965), educators (Miles, 1965), management training (Pigors and Pigors,

1963, Peace Corps training (Wright, 1969) and self-assessment (Katz, 1970).

14. Seth Brunner, A Framework for the Development of a State Postsecondary Education and Work Policy, unpublished paper commissioned by the Washington state department of higher education, 1976

15. Paul Olson cites the "happy feature" of American education as having some impact on the moral development of people. Cf Paul Dressel, 1968; James Trent and Leland Medsker, 1968; Kenneth Feldman and Theodore Newcomb, 1969; Gerald Gurin, 1975; William Perry, Jr, 1970; Lawrence Kohlberg, 1969; Nevitt Sanford, 1962 (from Olson, op cit).

16. A caveat must be noted here. Essential to a sound competence based program is a close link with content. Without a strong conceptual component, competence based education can quickly descend to a set of rote process exercises. As this report indicates repeatedly, the most effective connections between education and work programs are wrought by integrating academic content--the ability to conceptualize problems and solutions--with work or field experience--the store of experiences which provide a basis for judgement. Compiling a list of "competences," even leading students through a curriculum designed to ingrain these behaviors in them, will not achieve such an integration for academic or work related purposes. A competence-based curriculum must have as an integral component full content offerings. Competence based education is most effective only when used as a vehicle for understanding and applying both classroom learning and personal experience.

17. This rise in credentialism, which has been presaged by a number of social, political and educational observers (Berg, Illich, Olson, Freeman), which has swelled to limits of dubious utility, represents a widespread reaction of a system unable to meet the education and work expectations it has engendered among its citizens. Educational degrees are increasingly required by employers, not because they foretell an applicant's ability to perform on the job, serve the company or even a specified profession, but because employers must seek a way to limit the number of potential applicants for a given position. Entry level job requirements are elevated, not because the jobs have become more demanding, but because they are in greater demand by increasing numbers of college graduates. The shrinking labor market for white collar and professional jobs offering desirable financial rewards and personal satisfactions collides with the current glut of college graduates who hold those rewards as expectations for their considerable personal investment in education.

18. Brunner, op. cit.

PROFILES OF EXEMPLARY POSTSECONDARY EDUCATION AND WORK PROGRAMS

Two Year College Settings

Abraham Baldwin Agricultural College (Georgia)
Essex Community College (Maryland)
LaGuardia Community College (New York)
Macomb County Community College (Michigan)
Northern Virginia Community College (Virginia)

Four Year College Settings

Alverno College (Wisconsin)
California State University, Dominguez Hills (California)
Empire State College, Lower Hudson (New York)
Lone Mountain College (California)
University of Alabama (Alabama)
University of Cincinnati (Ohio)
Warren Wilson College (North Carolina)

Professional School Settings

College for Human Services New York)
Ohio State University School of Journalism (Ohio)
Health Professions Schools
- Society for Health and Human Values (Pennsylvania)
- Ohio Board of Nurse Education and Nurse Registration (Ohio)

Teacher Education Schools (contact persons)
- City College of New York, Center for Open Education (New York)
- Navaho Community College (Arizona)
- University of North Dakota, Center for Teaching and Learning

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LIFE STUDIES PROGRAM

Abraham Baldwin Agricultural College

> The project evolved in the first place from a massive discontent among ABAC faculty members who felt that general education requirements for students in career-technology programs were inadequate. Out of discussions two major concerns emerged. First was the need to devote a greater attention to communication skills. Second was the need to prepare students for life beyond job skills, the need to expose students to broader cultural experiences in order to effect greater appreciation and to sharpen humanistic understanding of the world around them.
>
> -Annual Report, 1975
> Humanities for Technology Students

> You are about to launch an experiment, an experiment which could radically change your attitudes about teaching and about learning. It will be a vigorous test of your adaptability and flexibility as a teacher. It will require you to change, or at least control, some of your attitudes toward the disciplines you teach. What you are asked to do is to teach a body of students who have traditionally hated your subjects, hated English, hated literature, history and political science, hated them as boring, useless, unimportant subjects. You are asked to view your disciplines in a different perspective and to work cooperatively with instructors in other disciplines to provide an alternative to traditional instruction in the humanities. The philosophy you will work under is simple enough: Instruction should be practical and broadening. It should demonstrate the relevance of the humanities to the lives of your students. You are asked not so much to impart knowledge as to encourage thought, not so much to require memorization as to instruct in the process of history and literature.
>
> -A Syllabus for the Life Studies Program

ORIGINS

Abraham Baldwin Agricultural College (ABAC) is a coeducational, comprehensive junior college located at Tifton, 190 miles south of Atlanta in a rural section of Georgia. ABAC, a unit of the University System of Georgia and governed by the State Board of Regents, was founded in 1908 and assumed its present title in 1933. With a current enrollment of approximately 2600 students, the college draws its

students primarily from rural environs. The school operates under an open door policy, and a large percentage of the students reflect serious limitations in academic preparation for college.

Approximately half of the students at ABAC are enrolled in career and technology programs. Prior to the implementation of the "Humanities for Technology Students," or "Life Studies Program" as it is more commonly called, students in career programs were required to take five quarter hours of English. They could choose either a remedial English course or a traditional grammar and theme writing course, neither of which addressed the immediate needs or weaknesses of technology students. Career students were also required to take five quarter hours of history and government, usually electing to fulfill this requirement with the Survey of History and Government.

Many of the faculty felt the technology students were being short changed by receiving an inferior education that did not develop communications skills or provide for a broad cultural appreciation of the world around them. A series of campus meetings were held with faculty members from all disciplines participating in discussions of the options for improving the career technology curriculum.

After a thorough review of existing curricula in the humanities and social sciences, the school applied for and received a planning grant from the National Endowment for the Humanities. In October 1972, a planning commiteee made up of four faculty members began addressing the problem of teaching humanities to technology students.

The planning committee judged the Survey of History and Government course to be extremely superficial, and the encounter with history to be so slight as to be meaningless beyond satisfying state requirements. The planning committee recommended the introduction of a fifteen quarter hour sequence of courses blending history, literature, communications skills, philosophy and political science, as well as utilizing elements of such diverse desciplines as psychology, sociology, art and music.

The structure was to be three team-taught courses interfacing with a focus on the human experience. Various teaching techniques, ranging from traditional lecture to large and small group discussions, one-to-one instruction and tutoring, and the use of various multi-media techniques were recommended.

With the recommendations of the planning committee, the school applied to the National Endowment for the Humanities for an implementation grant to launch the new general education program in the humanities for students in two-year career and technical curricula. In the Fall quarter of 1973 the new interdisciplinary program was begun. In March 1974 the college was formally notified of $180,000 funding over a three-year period.

PURPOSES

> The mere assignment of the great works of literature or a cursory review of historical facts is not sufficient for these students. Most do not take humanities courses because of any consuming desire to do so. It is less important that a student memorize the Amendments to the Constitution than it is to make him aware of his rights and responsibilities as a citizen. It is less important that the student remember the stand of Metternich at the Congress of Vienna than to understand the idea of nationalism. The ideas of discovery, of curiosity, of encouraging the need to know are far more important than requiring regurgitation of teacher-imposed conceptions of subject matter.
>
> This view should not be interpreted to mean that the committee would abandon the factual content of the discipline, throw out the Great Master, the Classics, the structure of government, or rules of grammar. Rather, these treasures should be placed into their proper context as part of the human experience. The relevance of these things to the individual student must be demonstrated to that they might better appreciate and use them. The goal is to develop more creative self-reliant students who have thrown away the crutches which education often imposes upon them. The majority of these students will not continue the study of the humanities beyond the courses offered at ABAC. Therefore it is essential to provide courses that will prove profitable to the future experiences of the student.
>
> -A Syllabus for the Life Studies Program

> The purpose is not necessarily to make a student a better farmer; but to make the farmer a better person.
>
> -Faculty Member

During the initial planning year the committee surveyed local employers, asking them what they would like for students to be able to do that students often could not do. The reply from employers was, "to communicate better," both verbally and

in writing, and to relate better to things around them. Accordingly, the faculty set out to design the courses that encourage the discovery of the elements of history, culture and philosophy that impact on modern society, to translate the impact on the individual student into the identification and development of personal values which will help him or her to deal more intelligently and contructively with the changing world.

The Life Studies Program addresses the needs for developing intellectual and academic skills to complement the technical skills which taken together will prepare the student for building a full and meaningful life. The courses are directed toward enabling students to understand the processes, themes and values of human existence; toward taking this knowledge and using it to make critical judgments; toward the development of value systems which allow them to respond to the environment in which they choose to live; and toward enabling them to appreciate, if not create aesthetic beauty.

The Life Studies Program is based on the following seven assumptions: 1) An interdisciplinary sequence demonstrating the relevance of the humanaties to students is preferable to courses drawn along traditional discipline lines. 2) A basic concern with man and his experience is fundamental to all the disciplines involved, even though the approaches may be quite different. 3) The courses should emphasize problem solving and the thinking processes rather than specific data. 4) The courses should be student-centered. 5) The courses should be practical as well as broadening. 6) Writing and reading must be an integral part of the program. 7) New teaching strategies will be required.

The program always placed an emphasis on the development of communications skills since most ABAC students have serious limitations in both verbal and written communication. ABAC students score in the lower quartile of the state high school graduates in verbal skills and the reading level of these students is substantially lower than national or state norms. The original intent of the program was to use a practical, non-traditional approach to writing. However, shortly after the

program was set into operation, requirements for a statewide Regents' Examination in English were extended to two-year college students. This development forced the program to return to a more traditional approach, including grammar instruction and theme writing, to prepare students for the examination.

The stated objectives of the program are:

1. To demonstrate the relevance of the humanities and social sciences to the students and to the world in which they will live and work.
2. To promote self-awareness through careful scrutiny of human experience.
3. To encourage thinking through the vigorous application of problem-solving techniques.
4. To promote a broader, more realistic view of life which transcends provincialism.
5. To heighten aesthetic awareness.
6. To improve the students' ability to communicate in written, spoken, and non-verbal forms through a concentrated effort to improve student form and usage.
7. To prepare the students for the Regents' Examination in English.
8. To utilize the students' interests as a means of introducing students to broader subjects and ideas.
9. To demonstrate the inter-connections between the disciplines and the real world.
10. To introduce the student to the universal culture pattern.
11. To broaden the perspectives of individual instructors and thus enhance their effectiveness in other courses.
12. To encourage creativity by emphasizing the importance of synthesizing ideas from different disciplines.
13. To create an atmosphere which encourages originality for both students and faculty.
14. To create a more successulf learning environment by:
    a. Having an organizational structure which allows closer student and student-instructor relationships.
    b. Reducing the artificiality of the traditional course.
    c. Providing a more comprehensive variety of experiences permitting a more complete expression of each person's uniqueness.

ACTIVITIES

> Give me a fish and I'll eat for a day. Teach me to fish and I'll eat for a lifetime.
>
> -Counseling Staff Member

The goal of making the program student-centered was perhaps the most serious challenge. The very emphasis on practicality made this goal an essential element of the program. Student involvement became a key objective. The project attempts to involve students in several ways. One is to vary the classroom instruction. Students are taught in large groups, in smaller discussion groups, and in impromptu groups within the framework of any of the larger groups. Efforts have been made to involve the students by encouraging an open atmosphere. Students are currently being used in the classrooms to critique each other's work and help one another. The media and tutorial services are another effort to provide students with all possible assistance. Even the choice of subject matter attempts to capitalize on student interests. The use of music and art in the classroom has added another dimension to the study of the great themes of history in a way that students find enjoyable. Student projects are also a very important element in the overall plan of student-centered instruction. These projects, both oral and written, provide an opportunity to draw together the various elements of each course into one student production. In this, writing, history, literature, and philosophy can be intertwined with the student's own major and personal interests. The projects offer an outlet for creative expression:

> For one of my projects during the Rights in Conflict sequence I gave a speech on the legal and moral rights of a father to be with his wife during labor and delivery of their baby. My wife and I got a midwife and had our baby at home because the hospitals here don't allow the father to stay with the mother.
>
> -Student

> I wasn't in the frame of mind to get into it at first. English is my weakest subject. I couldn't get into working in notebooks. I don't like to write themes. I procrastinate. But it opened up my mind. I really got into the psychology and human relations. I may want to continue my education at the university. LST will help me have a better attitude toward the core curriculum. I think I'm a better person.
>
> -Student

The broad scope and interdisciplinary nature of the LST (Life Studies for the Technology Student) Program results from its team teaching approach. The LST teaching teams consist of three persons from the humanities and two from social sciences. A substantial effort was exerted to make the teams cooperative efforts rather than "taking turns teaching." The members work very closely in the planning and execution of each lesson, using the various expertise, opinions, interests and teaching styles to demonstrate the different ways of approaching a subject. Some students expressed concern that all of their teachers do not agree on every subject, and the faculty believes that this is a valuable first step in learning that there are few pat answers to significant realities. The faculty feel that the team teaching approach opens many possibilities for creative teaching.

One of the most valuable adjuncts to team teaching has been the flexibility it has introduced into the classroom itself. With five instructors per class, instruction may take many forms ranging from the single teacher lecture before the whole group to two person teams dealing with smaller groups, to full five person participation in discussions with the large group, to student discussions supervised by the teachers. In essence team teaching has helped to carry out one of the basic assumptions of the program. It has shown students that the course content is common to the human experience, not the sole domain of historians or philosophers or literature professors. It has broken down the artificial barriers of learning and has permitted the blending of the parts into a unified whole.

A syllabus has been written for the Life Studies Program which outlines the three courses and defines the purposes and objectives for students. The syllabus discusses the central theme of each course, breaks it down into units approaching the theme through the different disciplines, and lists sample modules which suggest approaches to learning. LST is also divided into two primary forms of learning: interdisciplinary studies and communication skills studies.

LST Three Course Sequence

The LST Program is broken into three five-credit courses, taken in sequence. The sequence is required for most of the career technology majors, involving approximately 900 students per year. The first course in the sequence is LST 101, "Rights in Conflict," which addresses the fundamental questions of human liberty as they apply to each person in a democratic society.

The purposes of LST 101 are: 1) to explore the rights and responsibilities of the individual as a citizen and as a human being, and to examine responses to violations of human rights and 2) to provide students with instruction in basic writing skills and to introduce them to humanistic concepts concerning the rights of man as relfected in literature, art and music.

The objectives of the interdisciplinary component of LST 101 are:

1. To introduce the concept of interdisciplinary learning.
2. To acquaint students with their fundamental rights as citizens and human beings.
3. To promote an understanding of the problem of freedom in artistic effort.
4. To foster a sense of responsibility for the protection of basic rights.
5. To encourage dialogue and problem solving in situations where rights may come into conflict.
6. To understand how society represses rights.
7. To explore the legal remedies for violated rights.
8. To understand the nature of dissent and civil disobedience.
9. To integrate principles into a case study situation.

To achieve these objectives LST 101 is broken into four units. Unit I is an introduction to the goals, techniques, procedures and subject matter of LST 101, and a basic discussion of human rights and the legal system, The theme of Unit II is "The Rights of Man," aimed at providing students with an overview of man's rights, particularly as they apply to citizens in a democratic society. The theme for Unit III is "How Rights Come into Conflict," and Unit IV is "The Grapes of Wrath -- A Case Study."

The use of The Grapes of Wrath has been particularly successful, with many of the students admitting it is the first complete book they had ever read. One teacher told of a discussion in which a "turned-off" student became outraged at the burning of the oranges in the story, sparking a lively discussion of similar incidents that had happened in their own agricultural community.

Sample modules are suggested to the faculty as a means of carrying out unit objectives, but teams are encouraged to use and develop new modules as dictated by student interest. One sample module, "Personal Bahavior: The Law and You," discusses religious freedom, sexual behavior, victimless crimes and censorship. Other modules frame activities and discussion around the freedoms of religion and expression. One module utilizes a case study approach to The Ox Bow Incident, and another discusses "The Witch-hunt in American History." Audio-visual media are used often to introduce the events and themes.

The specific objectives of LST 101 communications skills component are:

1. To teach students to recognize and write a thesis statement.
2. To teach students to develop a thesis paragraph which adequately introduces the topic and provides a transition into the body of the essay.
3. To teach students to develop at least three paragraphs, each having a clear obvious topic sentence and having four or more well developed sentences.
4. To demonstrate to students how these paragraphs should be related to each other through adequate transition.
5. To teach students to write a conclusion which adequately restates the viewpoint of the theme.
6. To explain logical arrangement of ideas to students.
7. To encourage an awareness of the need for effective communication.
8. To suggest the relationship between communication skills and future life plans.

The central theme of the second quarter course, LST 102, is "Change." The course looks at the implications of change that affect human attitudes and values, government, society and the natural environment.

In the third course in the sequence, LST 103, the theme is "The Search for Identity." This course is aimed at personalizing and reinforcing the concepts learned throughout the sequence as they apply to the individual student.

During LST 101 students are encouraged to go through the Career Planning and Placement Center and explore the opportunities available in their career area. With "Change" being the theme of LST 102, students are asked to find out how their career field has changed, to consider the impact of that change, and to look ahead 25 years into the future and forecast what changes will occur and what additional training may be necessary to keep up with change. During LST 103 students are asked to pull it all together with themselves at the center. Students are asked to define their life expectations, in terms of social and economic goals and their personal philosophy of life.

Students are required to do one oral project and one written project per course. Students are encouraged to utilize the concepts they have learned in the course and relate the project topic to course material or their career field. Many of the technical faculty members work with students to gather material and information for their LST projects. Students also practice writing resumes, business letters, technical reports and letters of application for a job. The difficulty of the assignments and projects as well as the quality expected increases each quarter.

There is a variety of other services available to all students at ABAC, including the Independent Learning Center and Writing Laboratory where programmed materials and tutorial services are available. There is a Special Services Office where students in the TRIO programs can get assistance with financial aid forms and counseling services. The Career Planning and Placement Office has a library containing written and audio-visual material on many career areas and also provides individual counseling to the student and support services to the teaching faculty. The Office is staffed by a Director, Career Planning Specialist, Admissions Specialist, Job Readiness Specialist, Placement Specialist, Secretary and Librarian.

OUTCOMES

> Complaints from the students have gone from loud rumbles in the first year to mumbles, to almost no complaints this year.
>
> -A Faculty Member

> The LST program is making an impact on student attitudes. Faculty members often do not see the changes until late in the sequence, but changes do come. LST has demonstrated clearly that attitudinal changes are frequently the product of the sum total of the interdisciplinary experiences. The first quarter's complainers become the third quarter's surprises. The student who never seems to catch the direction of LST realizes after he has graduated that the many things he has learned so grudgingly are useful after all. Even the student critic acquires a greater sophistication in his criticism to the point that he betrays the extent which LST has changed his approach to human problems. In this sense LST is student centered. And this is the most important test. LST has made a difference. Student evaluations, student comments, and student behavior point unmistakably to the conclusion that the project has proved the validity of its approach.
>
> -1975 Annual Report of the LST Program

> Bringing the humanities to technical students has prompted increased interest in technology on the part of the faculty. It has been necessary to understand the technical students' interests in order to plan course content. Out of this has grown a greater awareness of the business and technical worlds and more importantly a greater sense of the contribution the humanities can make to those worlds. Virtually every instructor has felt the impact of the program in this way, and some have acquired new interests because of it. This additional perspective has enabled the project faculty to relate better to the students and to develop units and projects which deal with the technologies in terms of the humanities. Questions of values, choices, and human direction are dealt with within the context of the technologies. The written projects required in each course now require students to relate the humanities to their own lives. The result has been an interdisciplinary development which was not anticipated.
>
> -1974 Annual Report of the LST Program

The overwhelming sentiment of ABAC life studies faculty, as well as the regular faculty and students, is that the Life Studies Program is a very useful experience. Some students felt that they had indeed made the right career choice and were better prepared to enter the world of work. Some students decided they had made the wrong career choice and transferred to other programs. One student decided there was more to life available to her than becoming a secretary and transferred into a four year curriculum and received a B.A. in social work.

In reviewing LST's record on the Regents' Examination when the first group of LST students took it in Summer of 1974, 57 percent passed as compared to 54 percent of all students taking the exam. Even more striking, only 42 percent of the

career-technology students who did not take the LST Program passed. Since that beginning, LST students have continued to perform comparably to students in the four-year college preparation programs.

The project faculty does not attempt to take all the credit for the changes in the students, but they feel that the students have gained a broader perspective and have learned the value of their own opinions and choices. The faculty also admits that they have gained a better understanding of technical fields and of career-technology students through their teaching experience.

ABAC and the Life Studies Program struggled with two difficult problems. The first was overcrowded reading classes. Enrollment priority was given to students in the four-year college preparatory program, causing LST students to wait until the winter quarter to take reading. This problem was eliminated this year by giving all students equal access to the reading classes and priority to those students with the greatest need for reading instruction.

The other difficulty which still remains to be solved, is the heavy class load and large time commitment demanded of the LST faculty. Various solutions to this problem are being discussed.

The Life Studies Program will become a permanent, integrated part of the ABAC curriculum. The project staff are also exploring the feasibility of extending the interdisciplinary concept to students in the college preparatory program as well.

Interviewees:

Gary Roberts, Director
Ann Hamilton, Associate Professor of History
Thomas Milam, Coordinator of Federal Programs
Emory Giles, Director, Career Planning and Placement
Wasdon Graydon, Director, Special Services
Lester Simpson, Distributive Education
Paul May, Animal Science
Danny Elliott, Student
Jim McCranie, Student

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MENTAL HEALTH ASSOCIATE PROGRAM

Division of Allied Health, Essex Community College

> The Mental Health Associate Program at Essex grew out of two strong forces at work in the 1960's--both in Maryland and across the country, among mental health professionals and agencies. First, there was the tremendous need for mental health services which had been documented through several assessment activities, and which called for a large increase in primary services. Second, there was the great enthusiasm of the paraprofessional movement in which new mental health workers would fill the need for generalists and advocates for the clients in primary care.
>
> -Faculty member involved in the development of the Mental Health Associate Program

ORIGINS

The origin of the Mental Health Associate Program at Essex Community College lies in the specific need for interviewers and other primary care employees in Maryland state mental hospitals. This job demand coincided with nationwide trends described above by a faculty member who was instrumental in constructing the program. The trends that were evolving nationally were the need for more community mental health services, and the faith in paraprofessionals to provide such services at a relatively low cost.

Much of the early leadership for the paraprofessional movement within mental health areas came from the National Institute of Mental Health, from mental health professionals and researchers, and from the efforts of such groups as the Southern Regional Education Board. These groups translated these needs and policies into new institutional training programs. Many of these national leaders were active in Maryland, and one of the first mental health associate degree programs in the country was begun in 1967 at Catonsville Community College.

The new campus of Essex Community College, located in fast-growing and medically underserved eastern Baltimore County, planned in the late 1960's and constructed in the 1970's, took on a primary responsibility for health care and training. These responsibilities include initial training toward the associate degree

in several allied health fields, in delivery of health care services, and in continuing education.

In 1967 the Health and Education Council was jointly organized by the Franklin Square Hospital, a private 300-bed hospital, the Allied Health Division of Essex Community College and the Baltimore County Department of Health. The Health and Education Council was involved in developing and coordinating programs of the three agencies and programs supported through foundation and governmental grants. Among the facilities and programs operating from the 140-acre campus are: a private hospital, Baltimore County's Eastern Regional Health Center, which has mental health and drug counseling services, a community center for continuing education in health fields, private physicians' offices, and the joint Baltimore Association for Retarded Citizens-Maryland State Department of Vocational Technical Education's Horticulture Training Program. Thus, Essex is unique in combining many training and primary delivery programs into the capacity of adjusting to the health needs of the surrounding community. These programs include many health disciplines and many levels of training.

The Mental Health Associate Program was established in the 1971-72 academic year. The Division of Allied Health Annual Report for that year describes the process of solidifying the curriculum and organizational structure:

> The most extensive program revisions were made in the Mental Health Technician Program. Mental Health Technology was separated from the Social Service Assistant Curriculum. Administrative control was changed from the Division of Social Sciences to the new Division of Allied and Mental Health, and the name of the program was changed to Mental Health Associate.
>
> Other major changes were as follows:
>
> 1. An advisory committee was appointed consisting of some of the leading men and women in the state of Maryland in various areas of mental health.
> 2. Course titles of core courses were changed from phychology and sociology to mental health designations.
> 3. A freshman year practicum was reinstituted, and the total amount of practicum in the program more than doubled.
> 4. A new course entitled "Principles of Interviewing and Counseling" was developed and implemented in the Spring semester.
> 5. Plans were made to hire a full-time Mental Health Associate to assist in instruction in the program.
>
> In addition to the above-mentioned changes, the concept of program options was developed. Options will consist of specialized courses and practical experience in one of the following areas: drup abuse, alcoholism, aging, mental retardation, and vocational rehabilitation. A proposal for a federal grant to develop the first of these options (drug abuse) was submitted to the National Institute of Mental Health.

The decision to hire a full-time Mental Health Associate for instruction and administration of the program was central to the subsequent successful development of the program. Ms. Rhode Levin, a graduate of the first mental health associate program in Maryland which was established in 1967, was hired for the position. Each of the graduates of that first program were acutely aware that whatever job they took or further education they pursued, a new role had to be personally carved out within an agency or educational institution. Ms. Levin, currently Director of the Mental Health Associate Program, and other mental health associates who have worked for the program, see themselves as important role models for current program participants. An important function of the staff is to assist participants in developing their own individual roles as persons on mental health teams or similar situations.

Ms. Levin, after receiving her Masters Degree and working for the Baltimore City Schools, came full circle to work with the program. Her responsibilities included teaching, developing the curriculum, selecting students for clinical experience, setting up clinical placements, and providing liaison with other allied health programs. As such, Ms. Levin set the stage for the development of other allied health associate programs using similar techniques.

> Of the total of 55 full-time students per year in the clinical part of the program, about half are concerned about immediately securing a job in a primary care mental health agency, about one third are experimenting in the first two years of college in a "helping field" and are going on to complete a four-year program, and ten to fifteen percent are returning women with no specific purpose but who are fascinated by the subject area. Recently, we have also seen some retired Army and Navy men who are very interested in the subject area, more than they are in getting a high paying job.
>
> The purpose of the Mental Health Associate Program is not to educate persons away from abilities to work with people. Rather, the purpose is to find persons who have the emotional strength and basic skills for working with people, and exposing them right away to several extensive clinical experiences to aid them in discovering which of the many roles in mental health or related fields they are best suited for and feel the most confident in.
>
> -Program Director

The purposes of the students vary with age, which ranges from 18 to 55, and previous experience. However, the common denominators are strong personal interest in helping people, an interest in relating concepts of mental health to the "here and now" clinical interaction with people, an interest in finding their own best roles in working with people, and an interest in securing an Associate Degree in two years. The Associate Degree will allow them to become part of the mental health profession regardless of whether they will immediately begin work or go on to a four-year degree. Although many students at Essex take introductory courses in mental health, there is substantial screening by the Program Director

before selecting the students to participate in the first year clinical program. The enrollment is currently limited to 30 new students a year.

The screening is done in order to identify persons who are emotionally strong enough to deal with the emotional problems of other persons. "Often the program draws to it persons who have emotional problems of their own and who are trying to deal with them," states the director. "Or, many younger persons who are not yet ready to deal with the problems of other people in a clinical situation."

In relation to other students at Essex, students in the program see themselves as a highly motivated and select group. Everyone interviewed agreed that students become very directly involved in their clinical work, and in so doing become personally challenged and excited by the ideas, problems and roles it presents. Most students see the clinical experience, particularly in the first year, as the opportunity to either "find out if this is the kind of work for me," (current student) or "build the experience and confidence which I know I will need to become a mental health professional." (former student)

The purposes of Essex Community College can be divided into those of the immediate program faculty, those of the entire Allied Health Division and those of the college as part of the Baltimore County community. The faculty and counseling staff see their purposes as closely paralleling those of students. That is, the faculty spend a lot of energy identifying persons who they feel have a pretty good chance for positive personal growth through the clinical experience. The faculty responsibilities also include finding and maintaining good clinical placements and supervision, counseling students about their roles and placements, and identifying job placements and educational programs for graduates. Time is also devoted to making certain that educational credits and experiences are appropriate for such jobs and programs. Thus, the faculty see the clinical experience as the central focus of the program, which brings about personal growth, a clarification and development of personal skills, and confidence in a personal role in a wide range of jobs in mental health.

The purposes of the Allied Health Division and Essex Community College as a whole began with the preparation of Mental Health Associates for specific job placements. It was also realized that the clinical experience can build highly adaptable abilities useful in many situations involving the "helping of persons." The decline in funding for mental health work by the Federal, state and local sources, and the "filling up" of the limited number of local jobs by past graduates have brought about changes in the program. The purposes of the program are now

more clearly focused on the development of adaptable clinical skills, since the normal job market for the forseeable future is a rapidly changing job market, even between the time of enrollment and graduation two years later.

The purpose of the Allied Health Division is to allow the Mental Health Program to work within a wide range of health programs which are expanded or contracted according to a combination of job opportunity, Federal and state funding and student interest. Students are very conscious of the need for flexibility and the uncertainty of the job market. Students receive a large amount of information about jobs because of the close physical location of Allied Health program offices, the direct services offices on campus, the clinical placement experiences, and the funding proposals developed directly by members of the Health and Education Council.

As part of the community, Essex sees its purpose as providing continuity for the student through initial contact and counseling, participation in Mental Health Associate Program, transfer to a job or further education, and continuing education, since most students remain in the Baltimore County community. Essex is also devoted to the development of the full range of primary health services with the flexibility to meet the changing needs of the future.

ACTIVITIES

> The key is the early clinical experience. By spending one day a week in the state hospital during the first year of the Program, I learned fast and hard about working with people and about myself. I determined what kind of work I did <u>not</u> want to do, and what kind of work I enjoyed and was good at.
>
> -Current second year student

<u>Enrollment in the Mental Health course and Mental Health Associate Program</u>

The enrollment in the Mental Health curriculum and Associate Program are described in relation to the Allied Health Division and to Essex Community College as a whole (Changes of Characteristics of Students, 1971-1975 from Essex's Office of Research:

INDIVIDUAL PROGRAM ENROLLMENTS *

	1971	1972	1973	1974	1975	Percent Growth **
Dental Assisting	-	-	11	60	66	
Medical Lab Technician	-	109	123	104	109	
Mental Health Associate	-	141	132	124	114	
Radiologic Technician	-	47	55	41	47	
Nuclear Medicine	-	-	4	15	24	
Nursing	281	353	374	425	484	72%
Physicians Assistant	-	-	18	102	93	
Health Planning Assistant	-	-	-	6	13	
Podiatric Assistant	-	-	-	-	5	
Drug Abuse Counseling	-	-	-	1	18	
Total Allied Health Career	281	650	717	878	973	246%

MAJOR AREAS OF STUDY

	1971		1975		Percent Growth
	No.	%	No.	%	1971-1975
Adminstrative & Political	1172	32	1903	30	62
Social & Education	789	21	888	14	13
Medical	557	15	1165	18	109
Arts & Humanities	373	10	525	8	41
Business & Finance	334	9	1093	19	227
Engineering	214	6	349	6	63
Scientific	144	4	251	4	74
Argriculture & Forestry	42	1	60	1	15
Trade & Industrial	52	1	70	1	39
Students choosing fields	3678	80	6304	72	71
Students not specifing fields	926	20	2422	28	160
TOTAL STUDENTS	4604	100	8726	100	90

The introductory course, Mental Health 101, Introduction to Mental Health, attracted a total of 118 students during the fall and spring semesters. Thirty new students were admitted to the Associate Program itself. The 1975-1976 Annual Report describes a new selection process for the Associate Program:

> An admissions screening mechanism was designed for applicants to the Program which has been instituted for the fall 1977 class. In addition to a screening process, the new procedure includes both faculty and selected second year students as interviewers to help identify appropriate persons and to screen out those who are inappropriate for the field of mental health.

Curriculum

The Mental Health Associate curriculum includes the following courses, which involve a total of 450 hours of clinical training, is described by Essex:

Freshman Year

1. Introduction to Mental Health. 3 units. 3 hours a week; one semester.

This course presents an historical review of attitudes toward mental illness, reviews the roles and functions of professionals working with the mentally ill, studies the various treatment procedures used in the mental health field and investigates the different facilities where treatment is available.

2. Fieldwork in Mental Health. 4 units. Two hours lecture, six hours fieldwork a week. one semester.

The principles of interviewing and other diagnostic techniques as applied to social and mental health. Students will spend six hours a week working directly with patients in a state hospital. Clinical supervision is provided by College faculty. A series of visits to other mental health facilities is included in the course.

3. Principles and Techniques of Counseling. 3 units. Three hours per week. one semester.

An introduction to the major theories of counseling along with practice in developing awareness of the dynamics of the interpersonal process as such dynamics pertain to the helping relationship.

Sophomore Year

1. Directed Practice in Mental Health. 5 units. Two hours seminar, twelve hours practicum a week each semester.

These courses are designed to enable students to further develop interviewing skills. Students are assigned to a variety of mental health facilities in order to gain practical experience. Students meet two hours a week on campus in order to discuss and evaluate their experiences. A faculty member serves as liaison with the agencies. In addition, consultants are invited to lecture at the seminar. Students prepare case studies and taped interviews for discussion and group analysis.

2. Drug Addiction and Treatment. 3 units. Two hours seminar, twelve hours practicum a week each semester

This course is designed to familiarize the Mental Health Associate or other interested students with one of the most disturbing problems of our time; drug addiction. In addition to the physiological aspects of addiction, the course considers the behavioral approach in interpreting drug intake behavior and in designing treatment programs.

Other courses in sociology and psychology (several), physiology and English complete the two-year program.

The First Year

The clinical experience is the key to all activities. During the first year, the clinical experience is shared as a group with all students assigned to the state hospital. As stated by students," It is important that the first year's clinical experience in the state hospital be shared as a group." Students felt that the cohesion and moral support developed at this time was important in building confidence in students during this initial difficult time. The 1975-76 Annual Report adds,

> A unique addition for the Spring Grove Practicum for the Spring semester for all freshmen was the hiring of a recent graduate as a supervisory assistant to the Director. This graduate is also an R.N. and served as a role model for students in addition to the function of supervisor. Response from hospital administrators was excellent this year. Recognition was given to the program for the unusual and superior delivery of mental health services to the hospital population. For the first time, ECC students were included in a weekly abnormal psychology series designed for the medical staff.

The Second Year

The crucial factor in the second year is the individualized placement developed for the student by the director, based on the experiences in the first year. The experience provides an opportunity to talk each week with the supervising professional about the problems and techniques encountered. As such, it builds experience in working with a mental health team. This placement is further described in the 1975-76 Annual Report.

> A notable factor for the low budget of the program is the willingness of agencies to provide training for our students at no cost to the college. An agreement is reached between the agency and program director, with further identification of specific staff members to assume training and supervision responsibilities as part of the 450 hours of clinical training the students receive. Annual meetings at the college for participating professionals has increased interest on the part of the many agencies. The luncheon meeting for supervisors has allowed for open discussion which provides a forum for both constructive criticism and critical acclaim. An additional new concept has been developed in which students evaluate the agency and the learning experience which has been provided for them. This, in turn,

leads to the certainty of providing quality clinical placement for each student enrolled in the program.

Cooperating Agencies for the year were:

Baltimore Association of Retarded Citizens, Inc (BARC)-Horticultural Center
Baltimore City Hospitals, Adult Psychiatric Unit, Crisis Clinic
Bethlehem Steel, Alcoholism Program
Chimes, Inc., School, Activity Center, Work Training Center
Eastern Community Mental Health Center: School Child Mental Health, Alcoholism Education, Outpatient Day Center/Partial Hospitalization
Eastern Baltimore County Drug Treatment Program
Franklin Square Hospital
Glenwood Life Drug Center
Harbel Community Mental Health Center
Kennedy Institute School
North Central Community Mental Health Center
Northwestern Community Mental Health Center
People for Community Action
Public Defender's Office
The Salvation Army
Sheppard Pratt Hospital, Day Treatment Center
Southeastern Community Mental Health Center
Spring Grove Hospital Center
Springfield Hospital Center
Vocational Rehabilitation

The clinical experience is not only key for the student, it is also key to changes in the curriculum needed to assist the student in a clinical situation. Such courses as interviewing techniques, group dynamics, and counseling skills are developed in direct reference to the problems faced by students in their clinical experiences. It has also led to the breakdown of courses into competencies which are useful in many health fields. The changes in courses and programs to meet the evaluations of students are described in the 1975-76 Annual Report:

Some recent changes are as follows:

1. Deletion of Education 102 (Human Growth and Development) as a requirement. After two years of constant negative student feedback, the course was excluded. Students felt the course to be both elementary and redundant in comparison to other requirements.

2. Addition of Mental Health 110 (Drug Abuse Addiction and Treatment) as part of the curriculum. In the field of mental health, it is inevitable that counselors will be confronted with substance abuse throughout the client population. Moreover, the inclusion of this course allows graduates the additional option of applying for the position of drug associate within the Department of Health and Mental Hygiene.

3. Addition of Psychology 205 (Dynamics of Adjustment) or Psychology 102 (Personal Psychology) as a requirement. Again, student input indicates either of these courses provide opportunities for enormous personal growth which is an essential element of the program.

A new service was provided to Franklin Square Hospital at the request of the OB/GYN Department in cooperation with the Health and Education

Council. Abortion counseling has been introduced to the Family Planning Clinic. The program director, with the assistance of three nursing faculty, developed a much needed counseling program for women being scheduled for therapeutic abortions. Initially, the plan was to develop this into an ongoing clinical placement; however, at this time it is too limited in scope. Instead, second year students are filling the role on a volunteer basis which enhances and adds to their clinical hours. A mini training program (Protocal for Abortion Counseling) has been developed. Supervision is being provided by the program director.

Counseling and support services

The Mental Health Program uses the extensive counseling and support services of Essex, both for referral into the program for for persons who need special help in learning (studying) and communication (writing) skills. Students need these skills because they must not only work with patients, but also make written and oral reports as parts of administrative activities.

Programs for graduates

The Mental Health Associates of Maryland was established by the first group of mental health associate graduates from Catonsville Community College in 1969. It continues as a group to provide a means of communication among graduates, including periodic meetings and information about opportunities for continuing education. This is an important link for persons in sharing experiences in careers and in further education.

OUTCOMES

The greatest outcome for students is the tremendous personal growth. This is what is described most in evaluations by students. In additions, based on the practical experience gained and the program's close working with agencies and schools, almost 100 percent of our graduates are in mental health-related jobs or are going on for more education. Almost all students said they would take the program over again. This success has shown the great flexibility of the practical experience in the program since there have been great changes in the funding of mental health jobs in the past couple of years.

-Director, Mental Health Associate Program

The success of the Mental Health Associate Program has helped in the building of the Division of Allied Health's ten programs, from nursing and physicians' assistant programs to drug abuse counseling, based on many of the same principles, using clinical experience, hiring former students as faculty, using competency techniques, working from adjacent office space, and having access to the hospital and other health facilities located on campus.

-Director, Division of Allied Health

> The Mental Health Associate Program in Maryland has changed the level of discussion in many advanced degree programs as well. In the early 1970's I went on to a Master's Program and found that many of the students had had no clinical experience whatsoever and were dealing with problems on a theoretical level. Much of the class discussion was changed because of students personal experience in mental health work.
>
> -Former student in Maryland's Mental Health Associate Program, currently a faculty member of Essex Mental Health Associate Program

> Initially, there was uncertainty about the role of persons from Essex in clinical placements. But, now we have experience with many new kinds of members of mental health teams. What gives the Essex program credibility is their ability to consistently find persons with abilities to work in clinical settings like ours.
>
> -Psychologist in City Hospital

For the students accepted into the Program, the greatest outcome, stated by students themselves, is "personal growth." Most students said they would take the program again. In addition, most students completing the Program had successful placement either in a job or in further education.

Over this past few years, the number of students dropping out of the program has been cut from about 50 percent down to about 10 percent.

Students' success has come about because of their experience, flexibility and knowledge of opportunities in the Baltimore area, which have been built over a period of years.

For the Division of Allied Health, the Program has produced a model which is used in other programs and which fits into the overall emphasis on competencies and flexibility to meet the needs of students and the community in the future. An example of this approach is found in the Annual Report for 1975-76:

> Meetings were held with program directors of several programs in order to assess their needs for a course in therapeutic communication. As a result, a design is currently being tailored to meet the individual needs of the following programs:
>
> 1. Dental Assisting
> 2. Medical Laboratory Technician
> 3. Nuclear Medicine Technology
> 4. Radiologic Technology
>
> The course will be designed and taught by the Director of the Mental Health Associate Program.

Future plans include the constant monitoring and assessing of the needs of community mental health agencies. Awareness of current trends directly influences the Program design and allows for modifications to meet those needs. Jobs for graduates are the direct result of sensitivity to this constant change.

Interviewees

Rhoda Levin, Director
Joan Derbyshire, Instructor
Louis Albert, Chairman, Division of Allied Health
Dr. Gene Ostrum, Director, Eastern Community Mental Health Center
Herbert Fedder, Executive Director, Baltimore Association for Retarded Citizens
Quelley DeBarros, Baltimore Association for Retarded Citizens
Lois Saberg, Graduate
Richard Lilly, Counselor
Dr. Vernon Wanty, President
Dr. David Wells, Baltimore City Hospitals
Joanne Franklin, Graduate
Meryl Manning, Job Placement
Joyce Heil, Student
Dr. J. Patrick Sherry, Associate Professor
Mag Horn, Student
Eliner Whiteside, Student
Judy Leiman, Student
Lois Linn, Registered Nurse Program

Contact: Harry Heinemann
Dean, Cooperative Education
LaGuardia Community College
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212-626-8526

Cooperative Education
LaGuardia Community College
Long Island City, New York

LaGuardia Community College is an exciting institution which is vibrant with important innovations and educational reform. While most American higher educational institutions are talking about what needs to be done to make the collegiate experience significant in its relationships to occupational preparation and to life itself, LaGuardia is carrying out such activities. The College is literally on the frontier of cooperative education.

-- Commission on Higher Education of the Middle States Association, Accreditation Report

This school is about learning about the world of work. There is a great effort at preparing kids for that career education mission, trying to integrate cooperative education in the classroom. The truth of the matter is we're trying to learn how to do it.

-- Martin Moed, Dean of Faculty

ORIGINS

Open Admissions at the City University of New York

LaGuardia Community College was planned and built in 1970-71 as the ninth community college in the metropolitan twenty college system of the City University of New York. Beyond any identity LaGuardia has as a cooperative education school, and it is a strong one, the college is marked even more as a part of CUNY. In 1970 CUNY embarked on what for American post-secondary education was a remarkable venture. CUNY declared an open admissions policy, in which any New York City high school graduate was eligible to attend the University free of tuition. Students with high school averages of 80 or better were "allocated" to the senior, four year colleges; those with averages below 80 were sent to, or eligible for, the community colleges. The University began its open admissions program boldly, five years ahead of schedule. The early implementation was a result of social pressure (the strikes at City College), politically savvy university leadership, and an economic readiness on the part of the city and state legislatures. When CUNY admitted its first open admissions class in 1970, the

freshman class numbered 35,000. Total enrollment at CUNY quickly numbered 200,000. Facilities were strained to bursting. By assuming its mission of providing free access to every New York City high school graduate, CUNY taxed itself, its faculty, facilities and resources, to the limit. The strain was perhaps greatest on the newest colleges. LaGuardia was one of these schools.

The school opened in the fall of 1971, admitting a class of 540 full-time freshmen. The college was housed in the old Ford Instrument Company factory, amidst a heavily industrial neighborhood, with huge trucks rumbling down Thomson Avenue. Today the college enrolls more than 3,000 students full and part-time and more than 1,300 continuing education students. A freshman class of 1,650 students was admitted in the fall of 1976. The campus is now housed in the old Ford plant, a renovated manufacturer's building across the street, and in part of a pizza factory down the street. Students, not to mention the Office of Institutional Research, quaff the smells of tomato sauce and pepperoni as they go about their day's work.

Apart from the physical strain of admitting nearly 100,000 new students over four years, CUNY was taxed as well by the necessity of bringing large numbers of "new students," 10,000-15,000 annually, up to college-level performance in the basic skills of reading, writing studying and mathematics. The "new students," who arrived with many appellations attached to them--and stereotypes-, more than any other element changed CUNY fundamentally. Everyone--faculty, college and university administrators, students, support staff--was deeply affected by the change. Colleges could no longer plan curricula and academic programs without considering the educational and supportive service needs of their new kin.

The financial burden was equally difficult to bear. It proved, in fact, to be insupportable. "Free tuition" and "open admission" were two of the first casualties of the New York City financial crisis. With them went dreams of a higher education for many of the city's economically disadvantaged youth. (For a detailed description of the origins and growth of open admissions at CUNY, see Rosen, Open Admissions; the Promise and the Lie of Open Access to American Higher Education, University of Nebraska Press, 1973). Today CUNY is a disheartened institution, with half of its staff terminated, among them 2,300 faculty members.

LaGuardia Community College

The 1968 Master Plan for CUNY, which contained the germ of the open admissions policy for the University, also called for the establishment of four new community colleges. One of these, then designated Community College

Number Nine, was LaGuardia Community College. The Master Plan provided some very broad specifications for the new community college:

-- to be located in a poverty area

-- to serve the immediate population of that area

-- to be a comprehensive community college

-- to place emphasis on the study of urban problems

A site selection study was conducted, eventually advising the establishment of the college in Long Island City. The need was clear for a college here; however, it was not clear that the community wanted one. Long Island City is a white ethnic blue collar community located just across the East River in Queens from mid-town Manhattan. It is listed as one of New York's eleven poverty areas, with lower median income and higher unemployment than either the Borough of Queens or the entire city. A heavily industrialized center district of factories and warehouses is encircled by residential areas. The population is 80 percent white, composed largely of second and third generation Europeans of Italian, Irish, German and Greek descent. Increasing numbers of Black and Puerto Rican families are coming to the neighborhood. The 1960 census indicated that adults in Long Island City averaged between nine and ten years of schooling, below the citywide average.

Both CUNY administrators and the newly selected president for LaGuardia recognized the strong work orientation of the residents' values in Long Island City. Young people surpassed their parents' schooling just by completing high school. The site selection study articulated the problem for a new college seeking students from its adopted community:

> Since many of them come from low income families, the short term gain of "money in my pocket" through employment immediately after high school cannot fail to be attractive. Consequently, it appears that an intensive information and recruiting program will be needed to get many of these students to apply to colleges. Many adults appear to be rigid in their thinking and a big selling job may be necessary to get them to accept the idea of having a college student in the family.

Clearly LaGuardia Community College would attract students only with a strongly work-related program. Furthermore, by providing such a program, the college would not only express basic respect for the cultural background of its students, but simultaneously provide a new academic experience.

Before LaGuardia planned a specific academic program, the president of the college and the initial core of administrators held scores of meetings in the community, consulting with an array of community groups. The Rotary Club, PTAs, community action agencies, local unions were all included in these discussions. People were told "The college is coming" and were asked "What would you like

from the college?" The first meetings discussed the broad plan developed for LaGuardia, based on the objectives to which the college administration was committed. These objectives included:

-- extensive work-study programs
-- close articulation with local feeder high schools
-- development of curricula in the liberal arts, in business and in the human and public services
-- a divisional, rather than disciplinary, organization
-- experimentation in instructional methods and organization

The president describes what people told him in these first meetings:

> What emerged was a sense that having a college here was nice, but people told us, "We are traditional; our sons and daughters go to work. My children expect to go to work after high school. If you can combine this with the college, fine."
>
> What emerged was coop education, though of course they didn't call it that. It's a family tradition here that the son or daughter go to work; it's also an economic necessity.

For President Shenker of LGCC, such a focus on work made sense. While acting president of Kingsborough Community College, he became involved in the development of that school's nursing program. The education of nurses has of necessity always included a strong clinical--or work--component (see Health Professions chapter). Through his contact with the program, Shenker became interested in the process of educating students in work and school settings.

Given such a clear mandate from area residents, the need to attract students from this environment and the commitment of the LaGuardia administration to a work-study focus for the new school, the original objective of providing "extensive work-study programs" was to be the point around which the college revolved, its almost heraldic identity, its "raison d'être," as the Middle States Assocation accreditation team called it.

LaGuardia Community College was consciously planned, from the outset, as a cooperative education institution. The college is fortunate for two reasons in being able to sustain such a concentrated educational mission. First, there was no prior history of the school; there was no faculty. The decision to have a comprehensive cooperative community college was "purely administrative." One administrator describes the process:

> We at CUNY wanted to have other units take up coop education but we found you couldn't lay it on top of an existing program. LaGuardia was created as a coop college; it was ratified by the Board of Higher Education. It was a purely administrative decision, not at all participated in by the faculty. The faculty wanted jobs, and they came.

By creating the cooperative focus from the outset, internal conflict was mini-

mized. Faculty were hired to teach at a cooperative college, and they grew into that focus:

> The faculty came knowing it would be a coop college, but I'm not sure they knew it would be an essentially different experience. They don't feel funny about being at a coop school. They're coming to think experientially, very different from their academic background. There is an active rather than passive participation of the students. And nearly 20 percent of our faculty are deeply involved in developing the coop curriculum, the TAR models [teaching, application, reinforcement]. There is a difference today. The faculty are not worried about being in a coop college. At least two people in each division or department have been involved intimately in a TAR project or a coop/academic preoccupation.

The college has become "hard-nosed" about granting tenure to faculty in order to reinforce faculty commitment to cooperative education approach.

> Faculty attitudes have changed to the point where everyone feels this is a coop institution. There are two reasons for this. The Middle States Association accrediting team report was very positive, particularly with regard to coop education at LaGuardia. Secondly, the TAR coop teaching faculty teams working on the various TAR course programs has facilitated close and ongoing contact between teaching and cooperative faculties.

LaGuardia is also able to sustain its cooperative focus because it is part of a twenty campus, citywide system. The president is aware of the asset CUNY represents for LaGuardia's cooperative program:

> During the first two years students, particularly liberal arts students, complained about the coop requirement. We're fortunate in being part of a large city system. We stuck to our coop program. They know we're coop. They know we have no vacation. It was a key decision to stick to our focus.

The college has established its identity as a cooperative institution. The catalogue devotes pages and pages to cooperative education. The student counseling center publishes a student orientation handbook for new students through the college paper which includes a full page of questions and answers about cooperative education at LaGuardia. Although a number of students who are enrolling for the first time, including both students directly out of high school and adults, are not aware of the cooperative program, most students are. On student surveys the cooperative program consistently ranks among the top reasons for choosing LaGuardia. Additionally, the college is beginning to achieve national prominence for pioneering in cooperative education.

PURPOSES:

Cooperative education is not a new idea. It started around the turn of the century at the University of Cincinnati. Proponents of cooperative education advocate periods of employment, or internship, sandwiched between

a student's semesters at college, in order to avoid academic isolation and to insure the development of immediately usable job skills. Cooperative education was particularly attractive to schools offering programs in engineering fields. As the practice developed, new kinds of institutions adopted its method. Antioch College was a pioneer in providing students with "real world" internships to supplement their liberal arts education at Yellow Springs.

The Division of Cooperative Education at LaGuardia Community College has evolved yet another set of practices to mesh learning in academic and work settings. The approach of the college is governed by three concerns. One is a critical view of the original purposes of cooperative education. This view pictures cooperative education as an apprenticeship program serving the needs of industry, rather than focusing on the developmental needs of students. One faculty member at LaGuardia articulates her concern:

> The original intent of coop education was to meet corporate needs for educated workers. I'm personally opposed to this. We need to isolate what we want to see in our curriculum. For example, a data processing person is not a technician, but a person trained in communication skills, in information processing. We want to train for a career, not a job.

A second concern of the cooperative education faculty at LaGuardia focuses on bridging the "two different educational experiences" of the classroom and the workplace. This problem is the thorniest one which cooperative educators must face. Although the rhetoric of "integrating what is learned in the classroom with what is learned on the job" comes easily, solutions with positive outcomes and growth for students are painfully difficult to achieve. LaGuardia, perhaps more conscientiously than any cooperative college in the country, attempts to solve this problem.

The third concern of the cooperative education division addresses the problems all students face when selecting a career area and the particular academic problems faced by many of LaGuardia's students. Staff are highly conscious of these difficulties:

> Half of our incoming students have made their decision on incomplete information and with a poor perception of themselves, or from parent pressure. Too many of our students may have made a poor choice. Most of our students have had negative school histories--grades, study habits, the self-concept of the student in relation to school are all poor.
>
> The students generally have negative attitudes toward career guidance; it is perceived as disciplinarian and schedule making. They're pessimistic; they don't see how they can succeed in a career. Students feel locked into their choice, for example, family pressure which leads a woman to choose secretarial studies as a career.

Such sensitivity to student attitudes and self-perceptions is common

among LaGuardia staff, both within the faculty and the supportive services. The three concerns combine to form a solid, nonrhetorical approach to solving the problem of gaps between a person's schooling and work. They lead to a simple mission for the college, as stated by one administrator:

> It's a modest goal. If everyone left LaGuardia with a little better idea of what they wanted to do with their lives, we would have performed a valuable function.

But LaGuardia has been successful in translating these concerns, and this simply stated mission, into a set of specific objectives for its cooperative education program. These are stated early in the college catalogue:

- -- To practice or apply career-oriented skills learned in the classroom to the non-classroom situation
- -- To explore various career possibilities or confirm the realities of pre-selected careers
- -- To develop personal and vocational growth and maturity
- -- To develop experientially-generated increased knowledge of one's major field or other area of academic interest.

In a proposal to the US Office of Education, the Dean of Cooperative Education summarized the broader, liberal arts related purposes of cooperative education at LaGuardia:

> Cooperative education has traditionally been understood as a way to reinforce technical and other career-related studies for the student who is a recent high school graduate and attends college full time during the day. LaGuardia interprets coop more broadly and sees it having particular relevance in the liberal arts and for the adult student. LaGuardia sees coop as a way for students to observe that "reality" from which theoretical principles of political science, psychology, economics, etc. are derived. More broadly, we see coop as a way for studetns to begin to internalize for themselves the way of functioning which marks an educated person: integrating theory and practice, reflection and action. We see it, in short, as part of their general or liberal education--and, in this respect, equally valuable for the technical "career" student as for the liberal arts transfer-oriented student, for the day student as for the adult.
>
> We believe, equally, that college is a place where students focus on their career objectives (and that this, in turn, helps sharpen their educational focus). Such career focus is, of course, enormously important to the liberal arts student. We feel strongly, given employment market data and observable trends, that liberal arts students must and do pursue careers in the private sector, as well as in the public and nonprofit arena typically considered liberal arts "territory."
>
> We see coop as critical to a sound liberal arts education: reinforcing particular subject matter; providing an experiential base for general education; providing an opportunity for career exploration normally denied the liberal arts major. In order to offer a program that systematically provides these outcomes, more is needed than simply an impressive array of internships; what is needed is a total learning scheme--a kind of "coop curriculum."

The college catalogue, which emphasizes the interrelatedness of the three components of the LaGuardia program--formal instruction, cooperative internships and supportive services--also broadly states the purpose of the focus on the coop internships:

> The College is dedicated to an educational program that combines classroom learning and work experience. Learning occurs both in the classroom and in the Cooperative Education internship. The purpose is to create a total learning experience through which students will gain not only specific skills and a broad range of knowledge, but also a sense of professional, financial, and personal responsibility.

ACTIVITIES:

All full-time day students at LaGuardia are required to take three internships. Each internship lasts for a full quarter, and students normally work a forty hour week on the job. A total of nine credits is given for the internships. Students are expected to attend eight consecutive quarters to graduate; there is no summer vacation. They earn 66 credits, including 9 credits in cooperative education, eight quarters at the college. The coop experience is a requirement of all students. Ninety percent of the students are paid by their employers for their internships. Payment normally ranges between $80-$120 a week.

LaGuardia invests substantial resources in the coop program. Coop coordinators are hired on faculty budget lines. They are considered faculty by the college, and there is no evidence of a diminished status within the college. The coordinators are responsible for finding placement openings for students in a wide array of job settings. A list of over 600 intern placements has been developed from which students are free to select. The list is posted outside the coop center at LaGuardia. Descriptive information regarding responsibilities, duties and needed skills is provided for each listing. The placements range from low level entry positions:

> Filing and Office Clerk. Intern will be trained as relief receptionist. Typing should be 45 wpm and accurate. Knowledge of steno is helpful. Good telephone voice and pleasant personality essential. Student will have excellent learning opportunities in this pleasant dynamic organization.

to positions requiring considerable skill and responsibility:

> Computer technology assistant. Student will assist in teleprocessing systems maintenance, teleprocessing systems traffic analysis ("moddens") and interfacing with NY telephone. This is a large university center with 22 colleges using the system through remote job entry. Student will have opportunity to learn teleprocessing-related trouble shooting.

The list of employers has grown impressively since LaGuardia opened, when

60-70 employers participated. An administrator describes the attraction the coop program has for employers:

> We don't approach the private sector with the political line that it's their social responsibility to New York City. We point out that it's in their interest to help train students. 75 percent of our graduates who work are hired by the firms they worked for. Our ethnic student body also helps employers fulfill affirmative action guidelines.

More than 200 employers participate representing more than twenty career areas. Field placements have been made in Israel and Puerto Rico, though the vast majority are located in New York City. LaGuardia's Self-Study Report of 1974 describes the background of the coop coordinators and outlines their two basic functions as coop advisor and internship coordinator:

> Coop coordinators and administrators come from a variety of backgrounds, rather different from those of faculty in the regular academic divisions. Many have had extensive experience in business, politics, community work, advertising, banking and other fields outside of traditional academe.
>
> Coordinators have a number of duties, which include the two primary roles of coop advisor and internship coordinator. In the former role, the coordinator is responsible for counseling, advising and placing students in internships which satisfy educational and career goals. In order to develop breadth of knowledge in certain areas of employment, coordinators are assigned students in special program areas. Coordinators also visit students on-the-job and make themselves available for solving work-related problems. They assign grades at the conclusion of the internships.
>
> As internship coordinators, coop staff are responsible for initiating and maintaining continuous relations between the college and employers, which includes the tasks of developing new internships, obtaining part-time placement listings, and securing graduate placement listings.

Since LaGuardia began its coop program, two required activities have augmented the internship experience. Prior to their first internship, students are required to take a "Coop Prep" course, taught by a coordinator, which typically meets one hour each week. The Coop Prep course helps students prepare for their internship experience in the following areas:

- -- Assessing their own experiences, strengths and weaknesses
- -- Building the confidence to project their strengths, especially in an interview
- -- Beginning to develop career goals
- -- Identifying goals for the internships
- -- Identifying skill necessary for a particular internship or career
- -- Understanding the philosophy and procedures of the LaGuardia program and their responsibility to it
- -- Understanding the employer's needs and goals, and his expectation of the intern
- -- Selecting initial internships in the context of their larger goals

The Coop Prep course is used to test and evaluate the kinds of performance that will be expected of students on the job. Students write their resumes, often for the first time. They run through simulations of their job interviews. Often students are so prepared for their first interview that they

are disappointed by it. Students are largely enthusiastic about their relationships with the coop advisors, and are pleased with the close relationship they can develop with their coop coordinator: "he places you; he has a file on you; he knows you."

The second requirement of the students on internships is the coop seminar. The seminar meets once a week, normally at night, while the student is on the internship. The seminar provides an opportunity for students and coordinators to critically examine and evaluate the intern experience. The purpose of the seminar is to use the internship as a learning laboratory. Students are required to make observations about themselves in the work setting, both before the group and in writing. Relevant literature to career areas is discussed.

A sequence of three seminars was designed to match the development which occurs within students as they complete their three internships. The first of these, "Work Values and Job Satisfiers," introduces students to work settings and the expectations made of students on the job. The seminar is designed to clarify work valued through examination of work experience. The second seminar was developed with two options. For those students who are clear about their career choice, a seminar entitled "Employment Opportunities in Your Career Field focuses on the realities of employment in a chosen field--opportunities, salaries, advancement. The other option is geared to students who are still unsure about choosing a career. This option explores the suitability of various career fields to a student's educational and personal interest and needs. The third seminar is an independent research project which allows students to examine an aspect of their intern experience as it relates to their academic studies. The seminars are taught by recruits from the academic faculty, coop coordinators, student service personnel and non-college personnel hired as adjuncts. The non-college personnel are from business, labor, and industry.

Students initially objected to the non-credit, required Coop Prep and seminar courses. For the first two years of the program, and the college, complaints continued, particularly among liberal arts students. These have subsided, however, and are now "virtually nonexistant." Faculty and administrators suggest the reason is that students have come to identify "coop ed" with LaGuardia, and they choose to participate in the requirements of cooperative education there.

Although the Coop Prep and seminar courses were effective in preparing for their internships and providing an environment for reflection on the coop experience, educators were dissatisfied with them. The problem of "integrating" the classroom experience with the work experience was not solved by the seminars;

the seminars were not seen as "connecting" with the field experience. In an effort to link the two experiences more closely, a "coop curriculum" was developed. This curriculum, given the unfortunate appellation TAR (Teaching, Application, Reinforcement) was developed jointly by members of the coop faculty and the academic teaching faculty.

> The essential concept behind the TAR model is that experiential education and classroom instruction could potentially become an integrated unit in which the resulting whole is indeed more than the sum of its parts.
>
> The key element to actualizing this educational model is the TAR field syllabus that is introduced in the course and which provides the student with pre-structured guidelines for analyzing the experiential application of concepts first learned in the classroom.
>
> The underlying concept to this experiment is that the internship can indeed become a valuable laboratory where the student can assess the applicability of academic concepts to real life situations.

As the name suggests, there are three elements to the TAR curriculum. The first component, Teaching, is conducted in introductory courses to academic subject areas. Here students enroll in a course where they learn the fundamentals of a given academic area, its language, its form and customs, its logic and its values. Students are counseled by the coop advisors and their counselors to take introductory courses which match their academic, and potentially their career, interests.

Following this course, students take their first internship. They will also have taken the Coop Prep course. This is the second component of TAR, the "Application." Students gain a field experience which provides them with new information about the world. This new view is then reinforced--the third element of the TAR curriculum--in the coop seminar. In these seminars, a student uses workbooks specifically related to the introductory course the student took previously. Thus, the coop curriculum achieves a continuity which, at best, guides the student through intellectual constructs pertaining to an academic subject area, places the student in an internship where those constructs are "reality-tested," and forces the student to evaluate his or her job performance, test the validity of the related academic subject matter, and clarify the student's values in relation to the work setting. This is no small order; it is exceedingly difficult to achieve, harder still to achieve with students who are struggling to attain college level basic skills. There are specific areas, however, where the college has achieved notable success. Two stand out as exemplary: the philosophy and data processing curricula.

Philosophy Curriculum

The "key" to the connection between philosophy and cooperative education

is the Introduction to Philosophy course. The course was developed by a LaGuardia philosophy professor, who also developed the coop seminar on work and philosophy. In the introductory course students study abstract conceptions of freedom. Questions of human nature are addressed; students are asked to consider if it is fixed or whether there is room for growth.

> Students in the course are taught how to think, particularly about their own experience. The question of "Am I free?" becomes meaningful when tied to their experiences.
>
> What does one do with one's freedom? We deal with Skinner, and ask what it would be like to live in a Skinnerian world. We read Carl Rogers. What is the "good life"? What does "on becoming a person" mean? We study a little of Zen philosophy. This all provides a natural lead in to one's own experience, to one's work.

Students who have taken the Introduction to Philosophy course are eligible to select the philosophy coop seminar, for which the course is a prerequisite. The seminar focuses on linking questions about work and freedom. The workbook developed for the seminar outlines five major questions about work and freedom. These questions, in all their parts, provide a structured curricular guide for the seminar. When paired with the daily journal students are required to keep on the job for the seminar, a powerful interplay of first hand experience and intellectual, sometimes affective or emotional, reflection take place. Following are the five questions posed in the seminar, where the teacher acts more as a facilitator than as an instructor.

1. To what extent do you feel free on your internship?
   --What happens when you make mistakes?
   --Do you feel pressure at work?
   --How did you select your internship? Why?
   --What would you like to do differently?
   --What is the authority structure at your job?
   --What do you get out of your job?
2. To what extent do others on the job enjoy freedom?
   --This insight is supported with subordinate questions about relations among the workers on the job.
3. Do you want to be free on the job?
   --How much responsibility do you have? Do you want?
   --How do you determine responsibility?
   --What is the relationship between freedom and responsibility?
   --What does it mean to work independently?
4. To what extent should people be free on the job?
   --What are the employee-employer relations?
   --What expectations are made of employees?
   --What responsibilities do they have? Must they have?
   --What rules exist at work?
   --What constitutes adequate performance?
5. Are work and freedom compatible?
   --How does Monday morning feel?
   --What do you like and dislike on the job?

--What is important for you on the job?
--What role in your life do you want work to play?
--Are you free to choose the job or career of your choice? Under what conditions?
--Can you feel free generally without feeling free on the job?

Finally, students are asked to describe the process of learning they experienced through the internship and the seminar. This last question many students find difficult to answer. The philosophy instructor describes the students who are attracted to the philosophy coop sequence:

> The students are primarily liberal arts people. They're not entirely clear about what they want. They're not entirely happy with their internship, because they are often put in jobs below their capability. One student hoped for an internship with the airlines, but it fell through. She had to deal with these questions we ask on a waitress job she held previously. Though she complained that she wanted to do this with a job that she liked, the seminar made her clearer on what she wanted. It didn't make the job any more palatable for her, in fact her dissatisfaction was heightened and her feelings sharpened.
>
> Another student worked with prisoners on Ellis Island. Another woman worked in a legal office. Through the quarter she learned to be more assertive.
>
> A lot of the effect on students will depend on the quality of their placement, because the questions we ask in the seminar will bring out bad or negative feelings from a bad placement. The case of the waitress was very clear. But the experience is valuable for most students. Some of the journals were brilliant. You might want to look at them; they're that good. It was a thrilling experience to read these. There has been some student resistance, however. They're afraid to account for why things are going on. One student said "I just don't want to talk about it. Why do you keep asking questions?"

Students expressed an interest in pursuing the last question regarding the compatibility of work and freedom. As a result of this interest a new course was developed entitled "Freedom and its Application to Work and Leisure." Here students keep journals of how they spend their time, at work, at school, at home with their families and at play. Tensions between freedom and constraints are examined. The philosophy sequence at LaGuardia is self-styled to "cut across any experience or internship, as close to experience as can be." Though philosophy is clearly an abstract academic discipline, the faculty asserts its relevance to "life experience." The practice of the philosophy coop curriculum supports this contention.

Data Processing Curriculum

Another successful coop curriculum model is the data processing model. While data processing retains a glamour image for most students, it is increasingly difficult to place graduates in jobs. The data processing coop curriculum focuses on developing the needed skill, vocabulary and concepts

for students to excel in the field. The Introduction to Data Processing course teaches technical skills. Student also learn the vocabulary of the field. The role and function of various jobs in the field are examined; the operator, the programmer, the analyst. The skills needed to perform each job are emphasized, so that students understand what jobs require proficiency in math, writing or speech. Basic concepts such as flow-charting are taught. Students learn how to logically and sequentially conceptualize and chart an operation.

The data processing coop seminar reinforces these concepts for students. During their first internship, students apply flow-charting techniques to graphically depict their own jobs. Or they may be asked to chart what they go through during registration. The introductory course and seminar focus on developing "survival skills" in the student. They are taught observation techniques to describe what jobs perform at a data processing center, what their functions are, and how they relate to the operation of the center. This gives students an excellent opportunity to survey professional options in the data processing field. It greatly enhances their ability to realistically assess their interest and performance in specific job roles.

> One principle in developing the new curriculum was to not force students to decide too soon on a specific job. We try to counter the effects of the stereotypes that exist between jobs; operators are seen as ethnic males, and programmers are seen as white males.
>
> We hope that the TAR curricula and coop experiences will allow students to decide on career paths for themselves rather than be pigeonholed into a choice based on incomplete or stereotyped information.
>
> We look for the ability to define what they did on the job and what others did, particularly in terms of the technical vocabulary they have learned in the classroom. They verbalize problems they've had in the work setting. The process of problem solving is the focus. Our students are very cooperative with one another. They work well in group settings and buddy systems.

Problems and Recent Activities

The philosophy and data processing curricula have achieved a sophisticated articulation between the academic setting and the workplace. However, there are problems. For many areas student enrollment has been low. A total of sixteen students have participated in the philosophy coop curriculum over three quarters. This is explained by the prerequisite of the Introduction to Philosophy course before students may take the philosophy coop seminar. Planners are currently reorganizing existing TAR curricula, particularly the seminars, to allow students from similar academic disciplines to take a combined seminar. Under a US Office of Education career education grant, LaGuardia is also develo-

ping and refining TAR curricula for every discipline taught at the college.

Another significant problem experienced with the TAR curricula is its utility for the underskilled student at LaGuardia. These students, by scoring low on basic skills tests, are required to take compensatory courses for little credit. They will often drop out of school in frustration over unfulfilled expectations. LaGuardia staff are sensitive to the issue and this year they have set to make the TAR model work for underskilled students. An expanded, slower paced version of the introductory courses will build from TAR models. For example, the oral communications basic skills course will use the TAR communications syllabus as a guide.

> The objective of the model is to directly relate cognitive skill activity in the Basic Skills classes to the work experience and to hopefully achieve a breakthrough.

> Basic Skills students work; they hold jobs., They're successful in the workplace. It's the college telling them they are unsuccessful.

There is disagreement among faculty of the value of the jobs Basic Skills students normally hold:

> But these jobs can't be considered an internship. It's a disgrace. There is no substance to working at McDonald's, and they can't learn responsibility in a part-time job. How can we develop a workbook which will hinge our educational objectives on such workplace tasks?

Relating the coop experience to the needs of underskilled students is a new and difficult endeavor for the college. The payoff for these students is potentially great. Where remedial courses push a student to the edge of boredom and continued frustration with school, the coop program may succeed in sparking many students to be highly motivated. This would indeed represent a mighty accomplishment, for programs which work for independent learners, for highly motivated students, are common and comparatively easy to design.

OUTCOMES:

LaGuardia's cooperative education program is a fine blend of intellectual conception, educational practice and concern for the student. The college has managed to translate a sophisticated conception of cooperative education which integrates work and academic experiences. There is a strong esprit at LaGuardia. Where it is reported that most of CUNY is depressed and discouraged over budget cuts and the imposition of tuition, LaGuardia remarkably seems buoyant. It has managed to retain a $15 million renovation project on a main building. It has miraculously prevented the firing of any instructional or student support staff. Even more notable is the action which LaGuardia faculty took to preserve funding for counseling positions. At other CUNY colleges counseling staffs have

been decimated by budget cuts, often with faculty wrangling for the counselor's jobs. But at LaGuardia the faculty testified before a college-wide committee that they could not do their job without the counselors. Though counselor positions were lost through attrition, not a single line was cut. Counseling at LaGuardia is thorough and comprehensive. Students are required to take an advisory hour through their first quarter, for which they receive no credit.

It is the cooperative program, however, which marks LaGuardia as an exceptional institution. Students are well served by the program. They learn to narrow their desires, not lower them. They often make contacts on their internships which prove useful to them. Many are hired by their employers upon graduation. Students are aware of the benefit that three different internships on their resumes give them. Some tell stories about friends who are envious of their program at LaGuardia. For many the money earned on the job is needed inducement to stay in school. Students express satisfaction with their coop advisors, though some complain there are not enough. Students also grumble about distasteful, boring internships, but in their complaints is a consistent note of awareness which bespeaks of maturity and a professional patience.

The Dean for Cooperative Education summarizes the intent of the cooperative curriculum:

> Cooperative education is not an end process. It's a methodology, not an end result. The mere fact of putting students in the marketplace doesn't mean that something will happen.
>
> The purpose of the liberal arts is to prepare people for a place in society. Psychology leads to an understanding of the self; sociology leads to an understanding of group dynamics. Developing values and skills is the purpose of education. The armed forces are very effective in training people for technical jobs with what would be considered a marginal group of students.
>
> I don't feel colleges have been effective in using the disciplines, taught as self-contained entities, to teach living in the real world. They lack a reality test for those concepts.
>
> Coop education provides such a reality test for students, to be internalized in a way useful for the student. A good example here is the philosophy curriculum, using the construct of freedom to sort out a place in the world. Is is really possible to have a sense of freedom while working at E J Korvette's?
>
> If it is not, students at LaGuardia come away with a notion of why.

INTERVIEWEES:

JEFF JENNINGS, student. Middle College
MELINDA ROSS, student, Middle College
ABBY MORALES, student, Middle College
JOAN SHEA, student
RABBANAI MORGAN, student
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BASIC SKILLS FACULTY (in a planning meeting)
KEN BERGER, Office of Institutional Research
ALICE ADESMAN, Director of Admissions
PHILIP WOO, student
MARTIN MOED, dean of faculty
NEIL ROSSMAN, philosophy faculty
ESPERANZA MALCOLM, student
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MILLIE DIAZ, student
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Warren, Michigan

The primary purpose of vocational education is to develop employability. To me that's very basic. It's something that's not completely understood. Those who believe that a two-year vocational education course should lead to four years or university transfer are poor vocational educators. Our programs are--I use the term cautiously--terminal.

When I came here eleven years ago the college was packaging their vocational programs in two year programs. We developed short term, skill-oriented programs. We would not mandate a two year AA degree program. We extracted the core courses from each program and created the certificate option, a first in Michigan.

Macomb County was made for a community college. The heavy industry; there are thousands of subcontracting job shops. At one time we were the fastest growing county in the US. It's made up largely of second and third generation Italian and Polish families. They don't aspire to get their children through Harvard, but through high school. We serve the needs of this community. It's perfectly respectable to be a machinist. We're a conservative community, hard working, industrious as hell, and supportive of what we can do for our kids.

-- Austin Hartshorn
Dean, Occupational Education
Central Campus

ORIGINS

In many ways Macomb County Community College is its community. 700,000 people live in Macomb County. It is in southeastern Michigan, adjacent to Detroit and it supplies the auto manufacturers with a large percentage of their work force. Americans of Polish and Italian descent comprise more than half the population of the county; they are predominantly Catholic. Large numbers of Canadians and Southerners migrated here during World War II in search of work. A conservative mood governs political sentiments in the County. Voters overwhelmingly supported George Wallace in the 1972 Democratic presidential primary. However, there is a strong strand of unionism as a "way of life" in the county. Macomb County's tremendous growth of the last decade is a result of people moving from Detroit. Blacks comprise 2 percent of the population of the county.

Macomb County Community College is the only postsecondary educational institution in the county. College officials attribute its beginnings in 1952 to the leadership of the high school superintendent at the time, who was disturbed that

there were no locally available postsecondary options for high school graduates. The Van Dyke School District was declared a community college district by the legislature. For seven years MCCC was no more than course offerings on the high school campus in the afternoon and evening. These courses, however, enrolled 8,000 students. In 1962 county residents voted to tax themselves to support construction and growth of the college. Today MCCC has two campuses, South and Center Campuses, is planning a third, enrolls nearly 25,000 students, offers certificates or degree programs in nearly 80 occupational areas, and is the largest community college in Michigan. MCCC is an archtypal comprehensive community college.

South Campus is the larger of the two campuses, enrolling about 18,000 students, primarily in engineering technologies and business. Center Campus offers business, public service and allied health programs. Both campuses offer "general education" programs, and provide basic courses in the liberal arts. South Campus is the older of the two. Though one Board of Trustees has always governed both campuses, there have been separate administrations. One aspect which has been recently added is collective bargaining among faculty. MCCC has a strong, independent faculty union. One administrator comments on the development of the union and its affect on curriculum development:

> It was initially a union which used to get overcome with confrontation tactics to remedy past inequities. A spirit of cooperation is now coming. Initially innovation and faculty development were rejected by the union. Now we are getting a more favorable response.

PURPOSES

The purposes--one could even speak here of a raison d'être--of MCCC are as much a reflection of the community as is the college's identity. The President of the college identifies several student purposes for attending Macomb for those students seeking a BA degree:

> One of our goals is to serve the student seeking a BA degree, but for several reasons prefers to come first to a community college. Some of them are late bloomers, feeling their past academic performance to be weak. Others don't know what they want and we allow them to experiment. Other students know what they want and have the grades, but they don't have the money. So they come here; it's close, and they can live at home.

The large majority of Macomb students do not seek a BA, or at least do not go on for a four year degree after their studies at the community college. Their purposes are closely tied to occupational goals. They take advantage of Macomb's courses in the engineering technologies to upgrade their skills, income

and position, or to maintain their status in an increasingly competitive and constantly changing job market. Such students may enroll steadily for one or two evening classes a week until they earn a desired certificate or degree. Others may take a single course for a specific purpose. These student purposes comprise one of Macomb's most consciously articulated purposes: to contribute to area manpower development. In a highly work and employment community, this institutional function is of great service to local residents.

MCCC provides for non-occupational self-development, offering a variety of liberal arts or "general education" courses. MCCC also offer wide ranging non-credit courses in their continuing education program. A little over half of Macomb's students are enrolled in general education.

The college seeks to provide a wide variety of community services, offering counseling and job placement, a community resource center, and access to the Media Learning Center and the Programmed Learning Center.

The college catalogue summarizes these institutional purposes:

-- Providing educational experience and training necessary to prepare individuals for entering semi-professional, trade, and technical occupations.

-- Maintaining transferable general education, liberal arts, preprofessional curriculums designed to stimulate understanding of the social, scientific, and cultural aspects of our democratic society.

-- Offering vocational, personal, and academic counseling and advisement for students and potential students so they may make realistic choices of programs, courses, and occupational goals.

-- Providing community service programs designed to assist individuals and groups in developing to their greatest potential.

ACTIVITIES

MCCC is a comprehensive community college with particularly diversified offerings in engineering technologies and apprenticeship programs. Certificates and associate of arts degrees are offered in allied health, business, public service, apprenticeships and industrial technologies. Automotive technologies, climate control, allied health are heavily enrolled. Macomb was a pioneer in Michigan in the creation of certificate programs. By studying a series of core courses, students are quickly able to earn a certificate which indicates competence in a specified technical or service area. The diversity of such certificate programs creates a flexibility in programming which is highly suited to individual needs, particularly employment needs. The general education curriculum seeks to provide students with a liberal arts background. It was particularly designed for the transfer student seeking to go on to a four-year school. However, the program at Macomb is also of benefit to the "more casual student, who may seek only to fill gaps in his educational background, develop new social skills or avocational inter-

ests, or add to his personality."

Apart from a conscientious desire to provide for all student and resident needs, the educational offerings and mission of the college does not differ signigicantly from other community colleges. One administrator:

> The instructional purposes are nothing unique for any community college which attempts to be comprehensive. The difficulty lies in trying to do something for everybody. We want to fulfill the transfer needs of students who feel they can neither afford or hack it at a four year school.
>
> Clearly general education provides a service to the occupational programs. It teaches people how to be citizens, how to be flexible. The institution needs to provide re-training services for students. We have several students here with BA's.
>
> The general education students largely have no goal, nor can they say why they're here. Or if they have a goal, it requires them to go at least four years. The occupational student has convinced himself he has a goal. He's already in the cluster of jobs and career areas. He has specific financial purposes for being here.

Macomb offers in addition to its academic and occupational programs a wide range of services for students, graduates and residents at large. It is these services that carry Macomb's mission beyond expected curricular activities and into areas of student support and community service. They give greater meaning to the term "comprehensive community college," and collectively comprise a model of a community college conscientiously seeking to serve its clientele. Following are brief descriptions of these services and activities.

Counseling Activities

MCCC employs 35 full time counselors to help students with academic planning, financial aid, personal development, career planning and job placement. Care was taken in designing the new counseling center at South Campus to make it a comfortable place for students to be. Though there is some student dissatisfaction expressed over a lack of clarity from their counselors regarding transferability of credit, there seems to be general student satisfaction with the counseling services. One student said:

> Counseling is set up for a larger goal, a career. Even with general education degree, there was a sense of purpose. Students here ask what you are going into, not what courses you are taking. The counselors kept asking where you were going. The experience among students with counselors varies. The counselor narrows what's workable for you.

The counseling offices house a placement service. Counselors work in cooperation with student problems of career and job choice. The service sponsors on-campus recruiting by employers and provides referrals. It is available to full time and part time students, graduates and persons from the community. The South Campus has operated a full time placement service for nine years. The Center Campus began the service in 1974.

SEMLCC

MCCC participates in a nine-campus consortium to operate a computer-based job bank and manpower projection service for students and employers. Called SEMLCC for the Southeastern Michigan League of Community Colleges, the following colleges participate: Henry Ford, Highland Park, Macomb County, Monroe County, Mott, St. Clair County, Schoolcraft College, Washetenaw and Wayne County. SEMLCC is a collective, regional effort to improve community placement services on a number of fronts. Organized in response to a widespread interest in graduate followup and manpower reporting, the system was planned three years ago and became operational with the computer in November, 1975. It is jointly financed by the participating colleges and the State Vocational Education Department.

The system maintains three files on occupation/curriculum, students and employers. The curriculum file relates employment opportunities for the comprehensive range of course offerings among the nine colleges. The student enters basic data on courses completed, grades, major and career or job interest. The employer file lists 750 employers, specifying the number of SEMLCC graduates they have placed, in what jobs and what courses and degrees they had. A job file, listing where specific job openings can be found, is currently being developed. The state is interested in using SEMLCC as a prototype information system. It has asked the consortium to select a college outside of the southeastern area to train their personnel to use it.

Operation of SEMLCC is quite simple. A student sits at a videoscreen computer terminal and, by following simple directions, can call up any combination of job/student/employer/curricular information. The student can also arrange to have a hard copy print out. SEMLCC is a sophisticated placement and manpower projection service. It serves the following functions:

-- identify alumni and describe their activity after graduation.

-- identify curricula that do/do not enhance a community college graduate's chance of securing at least entry level related employment.

-- provide additional employment information relative to the number, kind and level of jobs students enter; monthly earnings; as well as geographic location and type of employers who hire both one and two year community college students.

-- identify the number and type of students who continue their education at four year institutions.

-- provide all Southeastern Michigan League Placement Offices a yard stick with which to measure their present performance with other placement services, as well as establish local and regional norms that will be useful in evaluating future graduate placement follow-up results.

SEMLCC is an exemplary local information service. Despite its rather advanced

development, the consortium has prepared a regional placement proposal which would further broaden the scope of information and services provided. The proposed activities include publishing a fall and spring manpower report. This has been requested by Southeastern Michigan employers. The Southeastern Michigan League of Employers proposes to publish annually an "employment projection" which would serve to:

-identify occupational fields where greatest number of employment openings will occur.

-identify occupational fields where least number of employment openings will occur.

-identify new occupational fields that may require adjustment of present curricula offerings or may warrant development of entirely new one or two year occupational programs.

-identify and prioritize those employment factors considered most important in the employer's decision to hire a job applicant.

Also proposed is the publication of an annual "job market report" listing current and specific local employment information including listings, applications, placements and comparisons and analysis of employment activity. An annual graduate follow-up report is also proposed.

Macomb is several steps ahead of its own information consortium. MCCC has published for the last several years follow up data on its students. There has been a good response rate to these surveys, ranging up to 88 percent. Macomb's graduate follow up report is an elaboration on the required reporting of the Michigan State Department of Vocational Education. It includes employment data by sex, ethnicity, salary and curriculum, as well as employment status information. It indicates "who employed who," and shows the number of students transferring to neighboring four year schools.

The placement service also distributes a bi-monthly publication, The Pathfinder, which, in newsletter format, gives specific and up-to-date career information. Each issue focuses on a single career or job area such as climate control, allied health, legal career, electronics, architectural design, computers and construction. Information is related specifically to opportunities in the southeastern Michigan area.

Other Supportive Services

Other counseling services are provided at MCCC. The Special Needs Programs-Career Development is funded, oddly enough, through the state's Department of Vocational Education. It is therefore housed under the dean for occupational education, apart from other counseling services. This has created some administrative tension and professional competitiveness between departments. The programs are designed to support the student who "cannot be expected to succeed in school because of a physical or emotional handicap or history of academic, social or economic dis-

advantages." The program provides counseling, diagnostic testing and skills building and orientation services for students. The director talks about the program:

> Research in the past has shown that students who are "under-achievers" come to community college like Macomb to develop skills. It's necessary to develop clear career ideas. Career clarification will open students up to their skills, to resources and to available jobs. The end product of the community college degree is not necessarily the paper, but saleable skills.
>
> At Center Campus we use a paraprofessional staff of 30 student tutors. South Campus doesn't use student tutors as much. It's a possible source of conflict, because they may take jobs away from the counselors, who need an MA degree. Peer counseling is a bad word around, but for student services to survive, it's necessary to use paraprofessionals more extensively.

There is student testimony to the support that the Special Needs-Career Development program gives:

> I need somebody to practically hold my hand. Here they give you the encouragement. I have a good relation with my counselor. If it wasn't for career development, I wouldn't be going to school, I couldn't take it. They look at your culture, test you, orient you to the school, talk about courses. It's time for me to start thinking about the future. It's more important for me to be in college than to be working at a short term job.

Macomb also provides a Community Resource Center. The Center holds workshops on personal growth, career development. It also houses the Women's Resource Center, offering programs of specific interest to women. Many of the offerings at the Women's Resource Center relate to occupational needs of women in the area.

There are two library-based services at Macomb open to all community residents. They are the Programmed Learning Center and the Media Learning Center. Together they couple multi-media library resources with tutoring, diagnostic services and learning resources. People come in wanting to know how fast they read, or if they have a reading disability. They may not feel inclined to actually enroll in a course; they may simply desire a recognition of their skill in a non-graded and non-threatening atmosphere. The two centers also provide the same diagnostic and tutorial services and learning resources for Macomb students.

MCCC also seeks citizen participation in developing institutional goals. It is not clear to what extent these efforts are superficial or lead to substantive changes as a result of citizen review. A Citizens Committee on Educational and Financial Needs and Resources was formed in 1976 as a result of an MCCC Board of Trustees resolution. 75 people participated in the report, which made 36 recommendations for college action. They did not recommend discontinuance of any program at Macomb, and they suggested expansion of a number of programs. They also endorsed an increased millage tax to pay for Macomb's expansion of facilities and offerings. The Committee ratified, as its first two recommendations, two fundamental principles of MCCC. They urged that the school be kept as a two year college, and they

reaffirmed the county's commitment to an open admissions policy for the college.

Macomb has also conducted a survey of county residents to determine community attitudes toward the school. According to the president, 650 people were interviewed, finding 80 percent with a "favorable" attitude toward the college.

Other Educational Programs

Macomb operates a small cooperative education program, though they hope to expand it. Their largest number of placements in one term has been 252. They are particularly interested in understanding how to integrate a cooperative experience meaningfully with a general education student's preparation. The coop program has existed at Macomb for nine years. In order to be placed, a student must be a sophomore and maintain a C average. The coop coordinator:

> We have to be careful who we send out. Coming from a guidance background, I would hope that the coop experience would be helpful for marginal students. We need to attract employers. Coop students are hired or gain entry to new fields when placements are needed. We're also attempting to get placements in general education, but that seems to have unpleasant connotations for many employers.

There appears to be an administration commitment to expand the program, and the college has received support from the US Office of Education to do so. As it is now, placements are largely limited to engineering and technology students.

Macomb offers a continuing education program to area residents, listing a wide variety of non-credit courses largely intended for personal enjoyment. The program began ten years ago, and although most courses are short term and related to self-enrichment topics, many occupational courses are offered as well. 1800 students use the program annually. Courses in television repair help a shop retailer learn how to enter the service business as well. Management courses are offered to help mid-level managers or foremen better understand their roles and their relations with their employers. The "students" are marked by a low level of patience. "If they don't like a course, they simply leave it, or tell the instructor; there's nothing holding them there." People in the continuing education program like to talk about providing "hands-on" experiences for students. Classes are held in community settings, rather than at the college. Offerings are determined by student, community and business demand. Often a course will be offered in the continuing education program as a prototype for a credit offering within the regular, credit-bearing courses of Macomb.

Macomb participates in an apprentice program operated by the National Association of Engineering Companies. The association represents 43 tool and die manufacturers in a tri-county area around Detroit. The college provides access to its engineering courses for the program's apprentices. The program is called the Cooperative Association Design Engineering Companies' Apprenticeship Program.

Currently 66 apprentices are enrolled in the five year program. They work a full day and attend classes at night. The program culminates in an AA degree and a secure job for the graduates. The program has enrolled 200 apprentices in the past during a single year, but it is feeling the impact of recent economic cutbacks in Detroit. The coordinator of the CADECAP program:

> Those who want the apprenticeship feel that they want to work immediately. Most come from the high working class. In effect, we offer a five year technical college program. They earn a living, get paid, get a degree, and their schooling is paid for by the employer. And they have a job when they get out. They get an education where chances are they wouldn't otherwise.
>
> Our students test between 55 percent and 80 percent. It's a working people's environment. They know what an apprenticeship is. The A students say it's too slow for them.
>
> Without fail, employers give good reports on our graduates. They are well placed. One of our students is out teaching in high school and seeking to place his students with the association.

OUTCOMES

Like other aspects of MCCC--its origins and purposes--its outcomes for students are best depicted as a reflection of the community. For if there is a triumph at Macomb, this grand success is nothing more than the simple but consistent effort to serve a community as a comprehensive institution. MCCC has accomplished this. There is a perceptible sense of ownership here.

Although there is a flurry of words at Macomb about such concepts as "career education" and "coop education"--the people of Macomb County seem to truly own this college. They enroll here, in droves. They drop in and drop out at their own convenience, for their own purposes. They may take an AA degree, then a BA, then a Masters. This happens. Or they may take a certificate, or just a handful of courses. Or they may learn how to make stained glass windows in the continuing education school, for no credit. Or, they may hesitantly appear at the Programmed Learning Center to have their reading level checked, validated, approved by a college. The word college rings bells for many of them. And, they have voted to tax themselves to support this institution.

Indeed there are laudable accomplishments. The SEMLCC information system may be among the most sophisticated student follow-up, job referral, employer service and local manpower projection system in the country. And its creators are seeking to make it even better. Macomb did a fine job in preparing better, more understandable information about student costs and student financial aid as part of its participation in the Better Information Task Force of the Fund for the Improvement of Postsecondary Education.

Macomb County residents evidently enjoy living where they do. Even young graduates are reluctant to take job placements beyond reasonable commuting distance from their homes. The vast majority of students choose to attend MCCC because it is the local college. They choose not to go away to school. MCCC recognizes this, does not foist other agendas on its clientele, provides them with a truly wide array of educational and supportive services and resources. That is an achievement.

There are no razzle-dazzle curricular end-runs at Macomb. There is an awareness of such possibilities as "career education," but this is seen more as a new way to look at what Macomb is already doing. Institution-wide "career education" at Macomb is defined as the provision of a wide array of occupational offerings in a flexible manner suited to diverse community needs, integrated with counseling services and supportive programs. As such, it provides a solid model of what a large, comprehensive community college can be.

INTERVIEWEES

HUGH REID, dean, occupational education
JIM VARTY, director, special needs
DUNCAN MILLER, special needs
AUSTIN HARTSHORN, dean, occupational education
FRANK ANTHONIS, dean, continuing education
CONNIE KRASOWSKI, placement officer
SERENC GAIL FORSGREN, student
PETE QUICK, counseling
DOROTHY SAVAGE, director, cooperative education
JUANITA GAWRYLAC, SEMLCC coordinator
TERI ROBINSON, former student
BENJAMIN SHUMAKER, associate dean, counseling
CARL WAGNER
MIKE NIX, student
DEZO SILAGYI, vice president, student and academic services
ROBERT ROELOFS, president
LYLE ROBERTSON, vice president for instruction
BILL STOEHR, National Association of Engineering Companies
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CAREER EDUCATION FOR NON-TRADITIONAL STUDENTS (CENTS)

Northern Virginia Community College

We start with a basic assumption about the uniqueness of the adult learner. The social, economic and career objectives of such learners are different from the more traditional college student. Our materials are designed to provide time-space free instruction for adults. The best way to reach adults is not through the classroom. People need to get insights into their problems quickly, in condensed fashion. This is what we designed our guidance materials to do.

ORIGINS

Northern Virginia Community College is part of the State Community College System, serving the Washington metropolitan area of Virginia. NVCC has five campuses with a total enrollment of 22,000 students. The Extended Learning Institute (ELI), established in June 1974, was envisioned as the mechanism by which the college could meet the needs of the growing and changing community served by NVCC. ELI was charged with the responsibility of providing educational opportunities to students who cannot or do not want to come to the campus. It offers credit courses, developmental services, guidance and counseling services, non-credit courses, skill development materials and a clearinghouse on available educational opportunities. Since its establishment, ELI has served 5,127 students.

The effort to develop the CENTS Project was lead by Dr. Steve Forrer, with the support of the College President, Dr. Richard Ernst. Dr. Forrer, who has a background in counseling, felt that the Extended Learning Institute lacked a means of addressing the career development needs of non-traditional students, such as housewifes returning to work, people wishing to change careers, and working adults. What these students needed most was materials which could assist them in assessing their present situation and their career goals without the necessity of coming to the campus or seeing a guidance counselor.

PURPOSES

An underlying assumption of the CENTS Project is that the best way to reach adults is not through the classroom. With this assumption in mind, the project staff set out to design print-based materials that could be used by different audiences in a variety of settings. The materials were to be self instructional, self paced, flexible, open ended, independent as units, and comprehensive as a whole. The materials could be used in the classroom, the counseling center, the library, as well as the home. They are designed to help the student assess their skills, clarify their career goals, and define the steps toward goal attainment. These career education materials are useable "by and for" a diverse audience of consumers, with or without a counselor.

ACTIVITIES

Project staff conducted a telephone interview survey of 100 community residents who had previously been identified as seeking a career or job change. In summary, this survey indicated adults had problems and concerns in the following basic skills areas:

-Knowing about the world of work
-Career decision making
-Understanding the linkage between work and education
-Ability to take action on career related decisions
-Approval of self (abilities, skills, values, etc.)

(Final Report 1975-76)

The CENTS Project developed a comprehensive six unit sequence of materials to address these problems and concerns.

1. An Introduction

The first unit is an introduction to the approach and content of the series of workbooks.

2. Decisions

The second unit is aimed at learning and practicing decision making skills. There is also an emphasis on problems or obstacles in decision making unique to adults such as age discrimination, role and sex stereotyping.

3. Self

This unit is directed at "knowing thy self" and identifying values, goals, interests and skills. The knowledge gained by each individual forms a foundation for future decision making.

4. Work

This unit serves as a guide for integrating work and lifestyle. It also provides basic skills and information necessary to interact with the world of work.

5. Preparation

The fifth unit familiarizes the student with education and training options necessary to implement a career decision. It provides information on which skills are necessary for different careers and how to go about developing them.

6. Change

The last unit is aimed at implementing the career goals once they are identified. It provides the basic skills necessary for the job search, such as resume writing, interview techniques, and how to deal with probiems or obstacles.

The books are designed to be interactive with the student rather than a lecturing text. Throughout the series, an effort has been made to include graphic representation of concepts. As much attention was given to the design and methods as to the content of the units.

The materials are intended for use in the classroom, the counseling center, the library, the home; wherever you find people seeking to change their relation to the world of work. The materials may be used by returning students, during freshman orientation classes, by women's organizations, social service agencies, and correctional institutions. The Project staff is working on getting the units published and made available at book stores and more visible outlets, such as the local drug store.

OUTCOMES

Since the development of the units was completed in June, 1976, they have not yet been widely tested. The staff hoped to have the unit books for use in courses this fall, but there were printing delays. They were forced to begin the fall courses with only xerox copies of the units instead of the printed workbooks. The response to the approach and content of the material from the students was initially positive, but the project staff feels that the printed units will be more engaging and useable for the students.

The anticipated outcome of the project is a comprehensive self assessment tool that can be used in any setting. The materials will be evaluated by the students who use them.

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ALVERNO COLLEGE

Milwaukee, Wisconisn

We have designed a curriculum in which the development of competence is central. It is our conviction that a liberal education can be designed which assists students to develop generic abilities which are essential for a wide variety of careers.

This is an especially pressing need for women of Alverno. Our students are usually the first women in their families to aspire to a career. Narrow skills will lead to narrow opportunities which will not fulfill the post-baccalaureate needs of students - personal, professional, civic. We seek to develop the notion of a career in our students as not just a job, but as the pursuit of responsible citizenship.

We speak of an outcome-oriented education within a liberal learning framework.

-Sister Austin Doherty,
Dean for Curriculum
Development

ORIGINS

It has been three full years since Alverno College began working with a curiculum centered on student competence as its outcome. It has been six years since the President of Alverno challenged the academic faculty with the following questions:

> What kinds of questions are being asked by professionals in your field that relate to the validity of your discipline in a total college program?
>
> How are you dealing with these new problems in your general education courses and in the work for a major in your field?
>
> What are you teaching that is so important that students cannot afford to pass up courses in your department?

Beginning with these kinds of questions, Alverno College has come to a focus on student competence as described in the opening quotation, through a process which is described by the College as:

> neither imposed nor imported, nor even introduced as a concept from outside the College. Instead, it developed as a series of tentative responses and gradually adopted solutions to indigenous problems.

After receiving the President's questions in 1970 as part of a "crucial inquiry" about the future of Alverno College, the faculty in the academic disciplines and professional programs met regularly to hear each department's justification of its contribution to undergraduate education. A recent publication by Alverno faculty describes what happened in the period from 1970 to 1973:

> Out of these sessions came the question: "What are the outcomes for the student, rather than the input by the faculty?" - which, in turn, became the focus for our year-end Faculty Institute. In a rigorous week of thought and discussion ... we managed to define four broad outcomes or "goals" of the education we offered.
>
> During the subsequent year the curriculum committee was charged with breaking out these four general outcomes into a more detailed system.
>
> By the third year, an expanded list of "competences" had been developed and was given to an academic task force for shaping into actual curriculum.

What were Alverno College's background and problems which brought about this orientation?

Alverno College was founded in 1936 by a religious order, the School Sisters of St. Francis, to train women in three areas: education, nursing and music. The entire faculty was composed of sisters of the order. Alverno serves the local Milwaukee community, with 55 percent of its students coming from Milwaukee's South Side. Eighty percent of the students come from Wisconsin. Over 90 percent of the College's students are white, mainly of European descent and matching the city's ethnic neighborhood composition.

Over the years, more and more lay faculty were hired, and in 1968 a decision was made that the College would no longer train sisters, but would become a liberal arts college for women. This decision was described by an administrator:

> The new lay board asked the question, "Should the college exist?" There was great questioning on the part of the faculty, taking new look at liberal arts education. The faculty was too naive to think in terms of fundraising. Up to then the Order supported the College. The faculty was concerned about survival, but didn't relate our student outcome orientation to a fund raising orientation.

Today, the College's faculty is represented by a third in the nursing division, a third from the Order, and another third in liberal arts, equally divided between male and female. Although the nature of the College - its faculty, students, programs, and facilities - changed greatly in the transition to a liberal arts college, Alverno has retained a marked influence from its heritage. The recent faculty publication about the change in curriculum describes this heritage:

> Clearly traceable to Alverno's early heritage was our interest in the incoming student's orientation to college learning. Many of us were accustomed to think about the life of the educated person in such terms as "calling"and "mission." We tried, in orientation, to alert incoming students to this life - its values, its rewards, and its strict demands.
>
> We were seldom satisfied with our orientation programs. But judging from our graduates' reputations as teachers, nurses, and community leaders, Alverno seems to have imparted a compelling awareness of the obligations higher education imposes.
>
> Finally, being a college for women gave us a special focus. Educating women for professional careers, we had inevitably encountered their lack of preparation to assume or even aspire to socially responsible roles. We had already committed ourselves, in our 1972 decision to remain a women's college, to continue responding to this need as a central part of our educational mission.

PURPOSES

At the time when Alverno's President challenged the faculty to justify the curriculum, the College itself faced a difficult financial situation. By questioning the curriculum and the contribution of Alverno to a small metropolitan community, the College sharpened its awareness of its purposes:

> We made conscious our role in educating women. Nationally, everyone is saying women's colleges are going out of existence. Does Milwaukee need three colleges? How do we compete with Marquette and the University of Wisconsin at Milwaukee? These were problems for some people. But it's not asking the prior question of "what is it you want to do?" If you know what you want, you'll find a backer.

Although the President oonvincingly denies that the decision to remain a women's college was an economic issue, others comment that the massive faculty development effort of the early 1970's led "absolutely" to the current financial stability.

During this period of extensive questioning, the College defined four goals for the educational experience at Alverno. These were: (1) involvement, (2) communications, (3) valuing and decision-making, and (4) problem-solving. These four broad goals were refined into more specific abilities, or competences, to be expected of students. The faculty publication describes the process for refining the goal of "involvement:"

> As the curriculum committee worked with those goals, it became clear that "involvement" - unlike "communications,""valuing," and "problem-solving" - was more a quality than a specific skill. Yet it undeniably expressed one of our most strongly held aims as a faculty.

> Working this through was one of many experiences that contributed to our discovery of the notion of competence as a characteristic of the individual person, rather than an enumeration of tasks. A competent student demonstrates certain abilities; she is also committed to using them. Not only can she analyze or communicate effectively, she habitually does so.

During the curriculum-development process, faculty maintained their initial commitment to the liberal arts context of the competence-based curriculum:

> Equally important in our understanding of competence is context. When we realized that we had been focusing too much on content and taking for granted those qualities we most wanted to foster, we became especially wary of trading that error for its opposite - trying to teach competence without content.
>
> We had begun this inquiry, after all, as professionals dedicated to the meaning and value of liberal education. The kinds of competence we are now seeking to foster do not develop in the abstract; they are developed only as an individual student works in the full context of academic and profession disciplines. This remains one of our guiding principles.

Alverno has called its approach "liberal learning in a management context." A brochure enumerates the purposes of the curriculum for students:

- -to be capable of managing change successfully in their own lives.
- -to become integrated, functioning humanists.
- -to acquire a transdisciplinary view of a complex and rapidly changing world.
- -to choose, plan and design their own professional direction and career orientation.
- -to do competently what they have learned.
- -to act as effective change agents in providing leadership in business, professions, school, community or any other type of organization that seeks change in any of its structures or mission.

ACTIVITIES

In 1973, three years after the initial inquiry, Alverno began its use of an outcome-oriented liberal arts curriculum, based on eight competences, each divided into six sequential levels of development. The eight competences are:

1. Effective communications ability.
2. Analytical capability.
3. Problem solving capability.
4. Facility in forming value judgments within the decision-making process.
5. Effective social interaction.
6. Understanding of individual/environmental relationships.
7. Understanding the contemporary world.
8. Educated responsiveness to the arts and humanities.

Through extensive, on-going faculty and curriculum development activities over the past six years, Alverno has succeeded in integrating the teaching of each discipline with the eight competences and their six levels of achievement. Each faculty member is free to select those competences and levels which fit most close-

ly with his or her strengths and subject matter. However, every course at Alverno is taught explicitly to train students in the competences as well as in the subject matter.

> Every teacher here has transformed his or her course to foster development of basic competences. The psychology teacher focuses on analysis of human behavior, through use of films, simulation, case studies. They must focus on making applications of their course content rather than having the students commit the information to memory. In many ways, it sounds like what a good teacher has always done.

The concentration on competences and student development pervades the College in other ways as well. Alverno has changed to a divisional organization, which includes both discipline divisions, such as natural sciences, and competence divisions, such as analysis. Additionally, the method of keeping records reflects the depth of the changes. No course credits or grades are listed. Rather, the achievement of the required competences and levels are recorded. Students select "areas of concentration" for specialized study. These concentrations resemble traditional majors, interdisciplinary work, and blends of off-campus experiences.

The definitions of competences focus on clarity and understandability for students, for faculty, for assessors, as well as for persons outside the institution. Their definition is with enough specificity for the individual to allow for "demonstration, assessment and credentialization of self-directed learning and attainment."

The definitions are contained in a document which delineates precisely what each level for each competence is and how it is to be demonstrated. For example, Competence 4 is: "Develop a facility for making value judgments and independent decisions." Level 4 of that competence is:

> Make value judgments for which you (a) identify viable alternatives and (b) forecast and weigh consequences.
>
> Make a series of value judgments from each of the two following starting points:
>
> a) An area related to decisions that are important to your personal life (e.g., decisions regarding life style, career, beliefs, etc.)
> b) An area related to decisions being made in the world today that affect public life (e.g., decisions that are economic, judicial, legislative, business, religious, civic, cultural, etc.)
>
> Clarify your process of making the above value judgments,
>
> by analyzing assumptions implicit both in your own judgments and in alternative ones, and
>
> by analyzing and evaluating the possible consequences implicit in your own judgments and in alternative ones.

Areas of concentration as designed by selecting content from traditional academic disciplines. They may be organized around a concept such as "the environment," or "communications," and be integrated with an off-campus learning situation. The area chosen for concentration will provide the integration (a key word at Alverno) of content and skill needed to achieve the advanced levels of competence. A brochure describes how a student's development might occur:

> For example, a student determined to become a communications expert might conceivably produce a one or two-year long design for learning which combines Level 5 and/or 6 of three competences: C1 (Communications Capability), C5 (Social Interaction), and C7 (Understanding the Contemporary World). Or she might see C1, C2 (Analysis), C4 (Valuing) and C8 (Understanding Arts and Humanities) as a combination that would best help her achieve her personal goals with the profession she has chosen.

Assessment Activities

Because students at Alverno do not advance on their knowledge of discipline-based information, but rather on their mastery of specified abilities, student assessment differs substantially from that at most other institutions. In addition to a variety of assessments in courses, an assessment center has been set up in which students, particularly for the lower level competences, are assessed on their mastery of specific skills. Wide use is made of videotaping in which students have the opportunity to view themselves in performance of skills or tasks.

Teams of assessors are brought together for groups of students. These teams are composed of faculty, advanced students and business and community professionals. The involvement of the latter group is particularly notable, as the College has managed to foster good relations with many members of Milwaukee's professional community, who seem eager to participate. An Alverno graduate, now working in the College administration, provides an insight both about the attraction for area professionals and the actual process of assessment:

> I trained as an assessor. I was forced to identify the how of learning, and learned to use this information in my own career development. That's why we can get business people as assessors. They grow through the experience, too.
>
> The assessment is very specific. We learn how to identify and evaluate organizational abilities, body language, eye contact, idiosyncracies. We use a lot of video taping. It develops confidence in the students. They don't get up tight when the TV camera is trained on them.

One faculty member noted how the assessment process led to the closer integration with the content of the academic disciplines:

> The first fallout of learning by outcomes is for the faculty. It affects my process, particularly when I have to assess the skills of my students.
>
> For example, students sometimes consider the arts to be unstructured and non-

analytic. But you realize you must analyze in theatre. It's a perfect opportunity for teaching analytic skills, while at the same time teaching content.

Though use of the assessment center is heavy by lower level students, students are also assessed in class by faculty. Assessment for the advanced levels is more complex, as more time, integration and mastery of wider variables and broader abilities are demanded of students. A College brochure illustrates:

> A student preparing to teach, for example, might want to develop her skills in social interaction (C5), problem-solving (C3) and communications (C1) to Level 6. In her student teaching experience, then, she would design performances that involve demonstration of effective organizational activity (C5 L6), demonstration of problem solving as an assumed approach in her own search for knowledge and reflection upon experience (C3 L6), and effective communication through coordinated use of three different media that represent contemporary technological advancement in the communications field (C1 L6). Her assessment team would consist of a faculty member representing some specialization in one of the three competences concerned, an advanced student in education (possibly a recent graduate), and a person from the Milwaukee community (possibly any professional who specializes in communication to the kinds of groups involved).

Off Campus Experiential Activities

While Alverno was developing its competence based curriculum, it also began (in 1971) the Off-Campus Experiential Learning program (OECL). In it students have the opportunity to apply their liberal arts and competence-based learning in work settings. The program began as a result of complaints from liberal arts students that "we are always preparing to be something and never arriving." The program's purposes are both personal exploration and preprofessional:

> This kind of experiential learning is beneficial to students who are taking a pre-employment look at their chosen field, or career. It also is the setting for those whose need is to demonstrate process or content knowledge not directly linked to a career choice.

Students are individually selected for placement, or take the initiative themselves to design a placement as part of a course or as a complete course. The Director describes the program:

> We began with seven students who were carefully screened. We could afford nothing but success. We screened the employers carefully, too. My experience with the business community was very positive. They are interested and go out of their way to help the student.
>
> We insisted that it be a closely monitored experience. What was the student learning in her class or major, and how would that be applied in her work? It is our objective to assist the student to probe what is possible "out there" in a job, sorting out what she wants to do.
>
> One psychology student was placed in an autistic child care aide position. A math major wanted to see how math was used other than in the text. She went through the same orientation and training in data processing at Mutual Life Insurance as the employees there.

Some examples of student experiences in OCEL further illustrate the program. It is important to note that students' goals are often tested, and as a result either reinforced or rejected.

> We placed one early childhood education person in day care, and through that - though the student had no previous experience with little children - she discovered she could not stand little children and thus did not want to be a teacher.

> Another student found that she did not want to be a researcher. Others found they could fulfill themselves in business areas which they never before thought possible.

The motivations of business and professional representatives participating in OCEL are wide ranging. However, most of them share a willingness, even an eagerness, to become involved in the school. One representative:

> Competence based learning will require some education for business people. This may affect business' willingness to participate.

Another:

> The academic world and business world have long been too involved in their own circles, with no interaction. This should not be the case, particularly with business being the primary consumer of graduates. Involvement in OCEL also represents training for our people in their realtions with the college. A little bit of greed is involved too; we can get free labor. But it also brings in new, fresh ideas, though many of the students may be young and innocent.

Some of the business professional have extensive experience in corporate personnel assessment practices. They have helped train assessors for Alverno from the business sector. This facilitates their role as assessors for Alverno students. One such business representative describes the distinction between corporate and educational assessment:

> In industry, the essential thrust of assessment is identification, not development, as it is for the college. The places aren't there in business for everyone to be a manager, and we must design our assessment process to identify those individuals with management potential.

This attention to assessment carries over for students in the program, for the professional representative is asked to act as a joint assessor with the student's faculty sponsor.

Students repeatedly cite their OCEL experiences as some of their most valuable learning at Alverno. Some had experiences at four different settings. Nevertheless, participation in the program remains at no more than a fifth of the students each semester. This may result from the need for OCEL students to complete lower level competences before thay may be placed, although this is

not clear. For some disciplines, such as psychology, OCEL is a requirement of majors. One faculty member who has supervised 35 students on placements, describes the link between her discipline and OCEL:

> Our content is so beautifully integrated with application in a community setting. Students develop a sense of importance working in the community in varied helping situations. They have served as volunteer aides to school psychologists in the Milwaukee Public School System, as co-leaders in group therapy settings, and in numerous other human service professions.
>
> I have organized a seminar for students in off-campus experiences, in that way making it possible to assist in a mentoring position as many as twenty students. In the seminar students address themselves to theoretical foundations and engage in group sharing and problem solving. They learn the importance of goal setting, a theoretical framework, planning for each session and containing process recordings. In subsequent more extended off-campus experiences, students supplement the experience with library research on some topic in psychology.
>
> Prior to completing a contract with a community agency, the student and I arrange for an appointment with a contact person from the agency in order to discuss mutual goals and benefits. I do an on-site visit for each student. The agency liaison is invited to attend the student's final assessment presentation which may take the form of a videotape or slide/tape presentation in which she demonstrates her goal achievements.

OUTCOMES

The overall characterization of Alverno is a college which has reorganized its institutional mission to provide learning based on outcomes for students, measured by the mastery of abilities demonstrated by students. Nowhere is this made clearer than by talking with Alverno students. They exhibit an assurance rarely found in students of any age. The students interviewed for this report, without exception, look on their experience at Alverno with pride and satisfaction. Their view of themselves as women with an articulated professional self-concept is striking for its candor and power. Some student comments illustrate:

> I firmly do not believe in absolute goals. You should be willing to alter career goals. The best way to do this is to get out of academic settings and learn how to apply your academic learning to the world.
>
> I came here when I was 25. After seven years of being a secretary and writing letters for my boss to sign, I wanted to sign my own letters.
>
> I was attracted to a small college with a psychology offering. I initially viewed the competence program as complex. They dragged me kicking and screaming through "implicit behaviors," "natural events." Now I've

internalized these elements. They fit beautifully with my psych major. I was also attracted to Alverno as a women's college. I went to a women's high school, and I like not having men around to label me as "agressive." I've stayed here because of the challenge. You have to be on your toes all the time. I feel good about being a woman, too. I'm confident, not embarrassed. I have a pride in the feeling that, dammit, we can do it. You can't get out of here without being damn good. That's the bottom line.

You're constantly encouraged to assess where you are, where you've been, where you're going. They key word here is integration. You're forced to analyze and integrate everything you did, as if they're injecting it into your blood. You're constantly reminded in courses that you should interrelate your learning and your experience.

Here you become a woman who has tested her capabilities, who has the confidence, the abilities. You've learned you're a capable, intelligent person. I can learn; I can analyze; I can solve problems; I can participate in group discussions. That is where it will help me in my career.

The OCELs and the competences fit well together. For most OCELs, the goals are to match behaviors within a competence. For example, you will write a summary of your interaction with a client. You will set goals, examine the interaction and see how they relate. Or with problem solving. On my job, personnel conflicts needed to be overcome to get the job done. It came down to a basic communication problem. You learn how your own personal process operates in problem solving by breaking it down into specific elements.

I liked the idea of being at a college where women are the administrators, some of the most professionally competent you've seen. They don't limit you. You can get a vision of yourself that you've never had before.

OCELs provide experiences for the competences. The content, the process, the experience are integrated; they can't be separated. Once you get to the higher levels, the process of integrating these things is automatic. Students here are given responsibility. They are respected by their employers. We come off as more professional people. We interviewed prospective faculty here at Alverno before they were hired. We did it before the video camera. We were as cool as can be, while the candidates panicked before it.

There is other evidence that students have internalized this process of integrating skills, content and experience, that the process has become habitual. One faculty member:

Career development concerns were always linked with these outcomes. Students have evidenced that they've internalized the process. Students conducted college-wide open forums every year for the past three years. Using the assessment, communication and critical skills, they critiqued the program here for the faculty.

> There has been a total impact on the college. Nothing is the same anymore. Your professional competence is on display, and you know the students will see it. Now the professor needs to define what competences will be learned in their courses and how.

For many students, the Alverno program has led directly to jobs. Some have been hired by the college itself in administrative posts. Others have been hired by their OCEL employers. This tangible outcome, combined with the development of abilities and the sense of confidence, represent impressive accomplishments for Alverno graduates.

The clarity of purpose, the commitment to an educational process measured by student outcomes, and the inspiring role models provided by many of the faculty and administration, all serve to make the college an impressive learning place.

Interviewees

Mary Austin Doherty, Assistant Dean
Sylvia Murn, Director of Development
Celestine Schall, Assistant Dean
Judith Schuerman Okulitch, Social Interaction
Joel Read, President
Robert Pitman, Dean
Allen Wutzdorff, Psychology
Kelley Conrad, Consulting Psychologist
Alice Theine, Chemistry
James Hyland, Northwestern Mutual Life Insurance
Lester Weinberger, Wisconsin Telephone Company
Donna Dollase, Wisconsin Telephone Comapny
Raymond Helbert, Miller Brewing Company
Michael Judge, Sage Foods
Nancy Gscheidmeier, Student
Christine Koller, Student, Graduate
Jerilyn Bar, Student
Susan Kinter, Student
Theresa Muselman, Student, Graduate
S. Agnes Pertzborn, Behavioral Science

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CALIFORNIA STATE UNIVERSITY AT DOMINGUEZ HILLS

Social Systems Research Center

We tried internships, but we couldn't get enough good supervisors. So we tried creating the work setting here at the institution. This is an academic simulation of the work setting. The teacher is not always available; you can't always see the boss; you must work through channels. Students work here. They get out only to do interviewing or other project work. This is the work experience on campus. We figured out how to do it.

-Jeanne Curran
Director of the Research Center

ORIGINS

California State University at Dominguez Hills is one of nineteen campuses in the state university system. It has one of the highest percentages of minority students enrolled: 38% black, 8% Chicano, 5% Asian American. A commuter school, it has an older student population, averaging in the mid to late twenties. There are large numbers of veterans, full-time workers attending college at night, and women entering or returning to the labor market. Enrollment is 5,000 FTE, or about 7,000 students and is predominantly concentrated in the upper division, with 70% of the total enrollment. (This reflects the local competition for students by five to ten community colleges.) Until recently, the state universities were the major transfer institutions for graduating community college students

CSUDH is situated in the South Bay region of Los Angeles, an ethnically and economically diverse melange of communities. The area encompasses the wealthy, conservative community of Palos Verdes as well as poorer, more industrial towns such as Norwalk and Compton. Downtown Los Angeles is a one-half hour commute by freeway from the college.

The Social Systems Research Center (SSRC) is the institutional research facility of the sociology department at Dominguez Hills, although student

enrollment is not limited to sociology majors. The first priority of the Center is to undertake research projects which have a direct relationship to the instructional program of the Department of Sociology. It is the intent of the department to use the center to aid students develop marketable social research skills, for use both in preparing for careers and graduate school. Students have the opportunity to work on all stages of a research project and although the work of the center is supervised by its three faculty directors, the students themselves direct the projects. The center's second priority is to provide practical research services to community agencies.

Although SSRC has clearly articulated its purposes, its original goal was not to create a campus-based instructional research center for students, let alone one which contracts directly with community and local government agencies. During the winter quarter of 1973, Jeanne Curran, the current director of SSRC, worked with a few students to establish a child care center on campus. The child care project attracted other students and the group formed a nucleus of what was later to become SSRC. The group, recognizing the importance of data to demonstrate the need for a child care facility, had a desire to develop the research skills necessary to collect such data. Curran assigned students to groups with specific responsibilities relating to the child care project. Students who had coded data were paired with others who needed assistance in developing statistical skills.

The group developed a needs assessment methodology and combined research with lobbying to create the child care center on the Dominguez Hills campus. A student-parent board was recruited to perform negotiations for the center with the administration, at which time the orignial group ended its active involvement in establishing the day care center.

That summer, a local adult school requested assistance from the Sociology Department in assessing the characteristics and needs of its service area and several community agencies made similar requests. A new potential for effective service to the community was recognized, and a study of community needs was planned. In the fall, the sociology field survey class performed a pilot study (the Compton Pilot Need Assessment Study). At this time, the potential of this research group as a teaching resource was realized.

> The group began negotiating with local agencies through an inter-agency board of directors meeting in which there was an attempt to explore the mutual potential and needs of the college and community. Out of this meeting there evolved the idea of a community of scholars in which lay people and professional share their expertise to develop better community planning.

> This first planning effort, the Compton Pilot Need Assessment Study, provided a model for both the faculty and agency personnel of what would be accomplished through such an alliance.

Four significant characteristics of SSRC emerged from its initial work. First, a commitment was made to insure that students' research endeavors would be learning experiences, and faculty members would be used as teaching resources. Second, a new relationship between the community and university developed, linking research needs of the community to the resources of the university.

The third characteristic which developed early was the use of a teamwork approach to problem solving and specific tasks. Teams of students were formed for each task needed for completion of a project. The team approach facilitates students learning from their peers, and provides opportunities for student participation and responsibility, fostering a spirit of kinship and common purpose.

The fourth characteristic of SSRC, rooted in its beginnings, is more subtle. The center today has a feminist perspective. This is derived from the original child care project and its affirmative action implications, the strong feminist beliefs of the director, and the interests of a segment of Dominques Hills students who are older, working women attending classes at CSUDH. The amalgam of these factors created a strong, unofficial feminist consciousness.

The statement of purposes of SSRC articulates both the academic training and community service aims of the center:

> The general purpose of the Social Systems Research Center is to provide a diverse student population with professional experience and research skills at the graduate and undergraduate levels through participation in current research projects requested by the community. The linkage of college training and professional experiences to the expressed needs of the local community is in keeping with the public character and general mission of the college.
>
> CSUDH serves a diverse student population in the heart of a multi-ethnic community representing a broad economic spectrum. This leads to unique problems in providing the liberal arts education endorsed as a main goal of the college. Students enter the college with widely divergent backgrounds and academic preparation. Many who exhibit academic deficiencies in traditional skills require special help in learning to identify and capitalize on the wide range of skills they do possess. There is thus a crucial need for competency-based assessment of skills and for individualized competency-based training programs.
>
> In addition, the location of the college in a community with many of the problems which traditionally accompany urban centers places special research demands and opportunities on the college to enter into a new and cooperative exchange with the local communities.

> Research has traditionally been reserved for the domain of experts and professionals, with a long period of preparation through extensive classroom courses before anyone interested in dealing with the problems of urban research is permitted to take part. As a result, urban planning often takes place with little or no reference to relevant academic research and academicians have little or no input into the realities of urban planning. There is thus a crucial need to bring academicians and the urban and social planners together, and to permit students to enter the process at that point when their enthusiasm still surpasses their skills. Such an approach offers an opportunity to the students to realize the potential relevance of their training, and increase immeasurably the planning and research capabilities of the communities.

In addition to the instructional and community service objectives, the center encourages its students to become assertive. There is a conscious effort to help students to develop a sense of dignity and professional responsibility for their projects.

> I want to change the whole attitude toward students. Students aren't allowed to act in society. The fundamental attitude among faculty toward students with low skills is the fear of selling our standards. They look down on these students, like veterans.

> Instead of focusing on what students can't do, I ask, 'what can you do?' We have students from 16 to 60. Some only need to learn how to take credit for all they know how to do; many others don't know how to do many things.

> I've been accused of whoring my profession. But if the academic elite feels these students shouldn't be in school, they don't have the guts to kick them out. They create people who are insecure, who don't know anythink, and they won't admit it. They have no respect for these people.

> They won't permit remedial writing. Here you get yelled at if you send something out that hasn't been checked by the writing team. We don't send it out if it is not spelled right, but we keep value judgement out of the process.

> The student is a nigger. They're ripped off. They're never treated as people.

Although there is a highly supportive climate at SSRC, one which seeks to establish a continuum for growing student responsibility and self-concept, a highly egalitarian structure exists. The equity of roles and shared responsibilities serve as a pattern for the diversity of students at the center. They also create models for professional work environments, which the students take with them as they leave the school. By so doing, the process of social research and particularly quantitative analysis, becomes demystified for students. The SSRC Student Handbook makes this clear:

> You will be asked to perform those function of the research teams for which you have been trained, and you may choose several different projects. In these courses you will be performing professional work, not classroom exercise. This is why we supply you with cards identifying you as staff members, rather than as students. The word 'student' has for so long carried the connotation of 'exercise' and 'term paper' that few community people will believe that students are actually doing real work. We therefore ask you to remember to always identify yourself as a 'staff member' of the center. Otherwise, you'll have to do a lot of explaining about what you're really doing.

In addition, there is an underlying purpose of the center, a desire to create a spirit of a small group community among the students and faculty. Developing a sense of belonging was clearly one of Curran's objectives:

> In working to create the SSRC, I was trying to replicate my experience at Newcomb College at Tulane in New Orleans, with all its academic rituals. I had a sense of the institution; the ritural developed a sense of place. In California there's no sense of place. There's no availability of faculty. A realness is missing at state colleges. The whole system will collapse if it doesn't respond to students. At SSRC, the students work through the community and don't become nice housewives, but active professionals. I hope what you'll find here is a sense of belonging.

The center has also sought to establish its solidity at Dominguez Hills in an effort to serve as a model for other departments. Although it has just ended a year of support from the Fund for the Improvement of Postsecondary Education (FIPSE), there is a strong commitment to the center from the leadership of the sociology department and the dean of the School of Social and Behavioral Science. The new president of CSUDH is also supportive of the center, and is particularly aware of its public relations value as the college seeks to actively involve the community in its academic facilities and resources. With a departmental commitment to maintain faculty lines for the center, it can easily remain self-supporting through the paid contracts it receives from community agencies.

ACTIVITIES

The tone of the introductory materials for students is relaxed, asking such questions as "Do you think social research is something done by little bearded men in white coats?" But it is made clear that students will be expected to take on responsibilities and to sample a variety of tasks related to various research projects. This particularly is true for those who enroll in the Center for more than one quarter:

> We ask you to cover as many phases of the research as possible to give you a good idea of what the research process is really like. During this first

quarter you will probably not assume responsibility for any major task. If you choose to stay in the center, you will be expected to choose some area(s) of specialization in your second quarter, so that you can begin to accept responsibility for some of the Center's work. By the end of the second quarter we expect that you will be promoted to Research Assistant. Two quarters should be fully sufficient to give you a good overview of research, and if you do not wish to accept responsibility for more advanced work, further time in the center would probably be of little value to you as a learning experience.

Time at the center is unscheduled; students work when they please, or when they have made arrangements to meet a faculty director or a team of students. The only requirement is that students participate a minumum of six hours per week and logs are kept of student hours. There is a core group of about twenty students (of a total center enrollment of 70 to 100) who spend most of their day at the center.

New students entering the center are greeted by student directors. These student directors have usually spent at least a quarter at SSRC; they are responsible for leading orientation sessions and discussion sessions. A student director:

> I called a lot of rap sessions last quarter, and found a lot of dissatisfaction because students aren't used to taking responsibility. They place can be really confusing. When they left the sessions, they felt a lot better, and came away with creative ideas, like holding small workshops in specific areas - coding, interviewing, report writing - at specific times even making them mandatory. They also asked for orientation sessions and for an overview of what research really is. In response a graduate student developed a student manual.

> The orientation groups help students sort out their feelings of alientation and chaos. They help find a balance between the chaos, the freedom and the need for students not to be alienated.

Another student director:

> My role this quarter is to supervise the new students coming in to see they're exposed to the techniques we're using on the paraprofessional project. We're doing real work. It's not a play project. It has all the deadlines and headaches they'd encounter if they were employed.

The student directors are also responsible for teaching entry level skills. They teach students to read IBM cards, to key punch, and to code data off these cards. They may also conduct a skills assessment of the entering student, although the faculty directors often take this responsibility. Skills assessment is an instrument developed by the center to give both the faculty director and the student a clear picture of a student's previous experiences, specific abilities, and a student's self-image. Such assessments are particularly important for the center, where student ages range from 16 to 60.

Students are exposed to the full retinue of skills needed to conduct social research. They learn to use effectively the library as a resource for the review of literature relevant to a particular study. They may work in a team developing a funding proposal for a requested study. They learn sampling techniques and participate in the collection of data from census reports, surveys, interviews, and ethnographic studies. They learn to analyze data and participate in report writing teams. They can also learn administrative and organizational skills as the center is predominantly run by students.

To help students achieve competence in these skill areas, manuals have been written, forming the core of workshops or study for students. Some of these manuals have been adapted from other publications, for example the UCLA Survey Research Center's Lister's Manual. This short manual provides specific definitions and instructions for survey listing of housing units. Another manual provides a guide for report writing by outlining standard organization and format. Specific examples are included to provide students with research report guidelines. There is also a manual for data analysis. The manual, Panic Sheets, or What to Do When You See Real Data, provides a clear, common sense explanation of variables and nominal, ordinal, and interval measurements. It also gives instructions for calculating the mean, median, mode and standard deviation of comparative distributions.

The student staff share in a wide variety of responsibilities, including supervising data collection, storage, and analysis procedures. Supervising essential center operations, they provide adequate space and working conditions for center projects, work with faculty to determine workloads, and project priorities, recruit new students, train new staff, host visitors, and explain the program operation.

Apart from their teaching responsibilities, students learn advanced techniques which can be introduced into the center. One example is the center's relationship with the UCLA Survey Research Center. Initially, all consultation with the UCLA center included the SSRC faculty director. Student directors began to meet with the UCLA consulting teams independently and eventually two student directors instructed SSRC faculty on algorithum for block linkages for sampling frame construction.

> Such sharing of advanced knowledge has led to a sense of solidarity as faculty recognize that they can in fact depend on advanced students to assume major responsibilities, and students recognize that such responsibilities are well within their capabilities.

The center manages to foster a sense of independence in students, while utilizing a teamwork approach to the segments of the research projects. The dominant use of hyperbole at the center may prefer independence in-group solidarity leading to the negotiation of power within the center. It is evident that students learn to act independently and responsibly. One example:

> Several student directors had formed a team to teach coding techniques to new students. They had developed a manual and planned training sessions. Their first training session proved to conflict with another meeting on the faculty director's schedule, so that she could not be present. When she informed them of the conflict, she was told politely but firmly that it didn't matter since they were quite able to conduct the session alone.

The use of student directors, through faculty assistance, also leads to instructive lessons in teaching and supervision. An example from the center's first quarter of operation in 1972:

> Later that week a student director came in to announce that one of the participating faculty members had said that the directors of the coding team didn't really know anything about coding. A quick phone call ascertained that he had in fact come to that conclusion, though careful questionning showed that he was expressing concern over the fact that they had not designed their codebook to use 8 consistently for 'don't know' responses and that they had not had ready answers for a few technical questions. When it was pointed out to him that they had in fact constructed the entire codebook and successfully coded questionnaires he began to recognize that specific criticisms were considerably more valid than a global judgment of incompetence. He agreed never again to make such a statement, and to seek to build on that knowledge they did exhibit.
>
> Shortly after this incident occurred a student director stormed into the office, threw down several coded questionnaires, and shouted, 'you call this coding?" The faculty director had only to remind him of the previous incident to send him back to the questionnaires to discover that the student in question had in fact mastered most of the coding process, but was making one consistent error, for which he could be quickly and easily retrained.

A pervasive characteristic of teaching and learning at the center is that mistakes are valuable learning experiences. Students are shown that mistakes do not mean a failure, but indicate a misunderstanding. At the center, there is an emphasis on acknowledging what has been learned and retraining at the point of misunderstanding. Faculty members encourage students to discard the notion of one-trial learning. Mistakes become as important as successes in the learning process. A Snafu-of-the-Week bulletin board is posted listing prominent goofs by both student and faculty directors. The playfulness helps create an environment in which errors are not sanctions against students.

Because the center is involved in a professional, often contractual relationship with community and local government agencies it is important to protect

center clients from such mistakes. Again, hyperbole colors somewhat the reality of checking mechanisms:

> Elaborate checking procedures have been built into center operations so that mistakes can be made without threatening the quality of the data. This removes unrealistic pressure and provides an atmosphere in which students can feel free to learn and to test their skills. It also creates an environment in which competence is seen as effective rather than mistake-free performance.

The reality of the checking procedures revolves around the responsibility students come to acquire for their projects.

> Where once the faculty director assumed primary responsibility for checking on the integrity of data and data processing, it is now not unusual to hear a student director express anxieties indicative of such responsibility. In the fall quarter of 1974 the director of the Compton Project discovered that a student had incorrectly coded approximately twenty questionnaires, and had failed to return them until keypunching had begun on that project. This meant that a coding team had to be called in after they were all dispersed to other tasks. Her emotional response to the situation was not unlike that of the faculty director to earlier similar incidents, indicating that she had fully accepted responsibility for the quality of the data her team produced. The other directors responded in what has become a typical pattern in the center. They set aside their own tasks until a coding team had been formed, renegotiating teams and tasks. Throughout the entire incident the faculty director, though present the whole time, never once consulted, and in the interest of permitting their growth in leadership, purposefully did not intercede. There proved to be no reason for her to have done so. The directors were by then fully competent to handle the situation.

Apart from its clear academic function, SSRC also provides a measure of courseling and support for its students. This derives from a sense that the center is more than a training center with its emphasis on team work and its supportive atmosphere. A faculty director:

> A middle-aged woman who came in was really frustrated about school, feeling alienated. Within the first few weeks, because of her talent, she was made director of the womanpower study. Being here built up her confidence. She was a good student; she developed skills here, learned how to write a research proposal, learned how to be an administrator. She even had to make out their pay schedules.

Another faculty director:

> The center serves other purposes. It helps women re-entering the work world. It is a conscious orientation of the center, where the work is the therapy. One woman came in here very depressed. She had just closed her day school and didn't know what to do, making this mid-career change. She got support here, and new direction.

Another faculty director:

> There may be more women entering work and school, looking for a way of finding a job. A lot of white males don't need the supportive service, but veterans are coming in; so are blacks.

Students enroll in SSRC through three sociology courses: a course in methods, a course called Action Sociology, and a masters level field research course. Grading is based on class hours and class performance. The center expects nothing less than "A" work from its students because it is a research organization in professional relationship with contractors. When the work performed is unacceptable, it is relearned to an acceptable level. Repeated mistakes or lack of responsibility for one's work is considered "unsatisfactory."

Faculty Roles

Because there are no courses, texts or tests, the faculty role is an uncommon one and difficult to characterize. There are three faculty members from the Sociology Department assigned to the center. The center is normally open daily from 9 a.m. to 5 p.m. with at least one faculty director present from 10 a.m. to 4 p.m. The faculty directors have responsibility for representing the center to the college and the community and maintaining final authority over research projects. Faculty most often describe their roles as resource persons. One faculty member, a full professor:

> We give orientation sessions and group teaching. Last year I did no group work. This year I teach a graduate course at the center. We meet one hour a week on various aspects of research theory, grantsmanship, computer work.
>
> Lecturing is minimal. There is a place for that, but the bulk of our teaching is done in informal, individual sessions. A student will just come up to me and request help. The vehicle for teaching is the research projects we work on. Experienced students will teach as well. I'm here as a resource person.

The center's evaluator comments on the faculty role:

> The notion of faculty drifting and a looseness of structure is right on target. That might be a strength at this school, but it represents an enormous potential for abuse at other schools or with other faculty at this school.

The underlying ethic of the faculty role within SSRC is to close the distance between professor and student. There is a conscious effort to overcome roles fostered by the traditional method of teaching undergraduate sociology. By taking a series of courses, a student is expected to develop the total array of skills needed to do research. This development takes place in the classroom and not through participation in actual research. A norm of exclusivity is developed which places the professor in a position of being an authoritative source of knowledge.

SSRC articulates three major teaching responsibilities for faculty:

1) Faculty help students identify their strengths and make realistic self-assessments of their skills. The faculty teach the value of realistic self-evaluation, in which recognition of 'what you don't know' becomes as important as discovering and reassessing hidden talents.

2) Faculty provide a supportive environment in which student strengths can most effectively grow. Often a student is unable to see viable alternatives for utilizing his/her skills, particularly if they are different from those skills tapped by competitive exams and exercises. One of the most challenging faculty roles in the SSRC is that of guiding students to effective and rewarding application of their diverse skills.

3) Faculty teach specific skills and provide a constant challenge to students to increase the scope and level of their research skills. Faculty encourage students to develop meaningful criteria of competence and to assume responsibility for the shared definition of competence in the SSRC.

Research Studies

SSRC has compiled an impressive list of contracted research studies. They include:

Evaluation of the Norwalk Pilot Project on Juvenile Justice
Compton Survey Report on Neighborhood Services
Volunteers in Service to Offenders (VISTO) Report, presented to Los Angeles County Probation Department
Womanpower Study for Women's Equity Action League
"Continuities in Curriculum: An Innovative Continuum in Education," presented at Pacific Sociology Association meeting, April 1975
"A student-Operated Research Center: A New Climate of Learning," presented at American Sociological Association meeting, August 1975
"The Role of the Elderly in Continuing Education," presented at Pacific Sociological Association, March 1976
Reports for the College President's Task Force

These are impressive achievements for a new research center. However, the quality, utility and execution of the studies have created problems for SSRC. (Because of the center's emphasis on remaining a teaching institution, its insistence on using mistakes as experiences, and its reliance on student direction and responsibility, SSRC often finds itself producing products of poor quality.) There have been other problems generated from relations with community agencies. Often the scope of work has not been clarified at the outset; responsibilities for instrument design have been confused; disputes over costs, budget and in-kind contribution figures have led to considerable misunderstanding. Center policy mandates that studies commissioned should provide meaningful learning experiences for students, students should be considered staff members, and that they should be paid whenever possible. In reality, very few students

are paid, and meaningful learning experiences often end up as exercises in salvaging reason out of chaos.

In short, there have been fits and starts in SSRC's contractual relationships with community and local government agencies. In 1972, a twenty-page questionnaire was prepared for community residents with little education. In some reports, data have been overblown and non-specific. However, a clear maturing process is emerging. The director describes this development.

> We started from zero and learned how to contract research. We had tremendous problems with professional quality. We learned how to negotiate for power, but we were often struck with bad data. We would sign a contract and someone else would design the instrument. Now we know to negotiate at the beginning, and not as the project progresses. Some groups kept changing what they wanted from us.
>
> Our self-concept has grown. We will help in writing materials and proposals. Some agencies have ripped us off; they want our data free, and then $50,000 in CETA money for Compton goes back unused. Others ask us to do major research projects in two weeks.
>
> We add client education before we accept any contract with both community agencies and research organizations. They often didn't know their needs as well as we can organize them.

SSRC tried to protect its clients from student error and poor quality, but they have not been entirely successful. Serious problems have arisen in the past, but there seems to be a high tolerance for such mistakes on the part of SSRC and community agencies. For their part, community agencies seem pleased to have found a trusted academic resource and tend not to be highly critical of its gaffes. The comments of some community leaders indicate their trust in the center despite their inherent mistrust of academic institutions and research:

> I did research at UCLA. It was one of the most frustrating experiences of my life. I pushed to work with people like Jeanne, to develop a realistic base for learning. Here people learn how to become real human beings, not machines, to learn to live in the world.
>
> The university is not viable if it doesn't relate to the community. The academic community tends to be at odds with the community in a strange kind of way. The community supports the university, for the student will eventually have to lead the community.
>
> The purpose of our liaison with Cal State is to end the distortion of academic research, getting our own people into the research, to get people trained in how to have input into the political process, to have a training ground for us.
>
> Research on minority communities has always been problematic. The data collected was never available for our use. With the center, most of the contacts are made by Jeanne at a community setting rather than at the

university. They were doing to provide a service where there'd be an exchange of benefits, accruing to both the service agency and the center.

This developed a credibility in the community for the center. I saw the center as a resource to fill a void we couldn't fill.

An exemplary center study is its evaluation of the Norwalk Pilot Project in juvenile justice. It represents the high quality of work the center can produce. For several years there has been a growing public outcry in Los Angeles over the juvenile justice system. In 1974 the Los Angeles County Board of Supervisors focused its attention on the system. It had been undergoing a transition as a result of court decisions giving juveniles the right of due process. This transition was transforming juvenile hall from a family court to a quasi-criminal court system, with red tape and inefficiency increasing tremendously. Representatives from the supervisors, the juvenile hall, the probation department and the police department designed a set of recommendations intended to make the system more efficient and equitable. A pilot project was designed for the City of Norwalk, and the need for an outside evaluation of the project was expressed. Several institutions were approached to conduct the evaluation, including UCLA and SSRC. The center was willing to enter into the agreement and two SSRC students were hired to work on the one-year study. They were assigned offices in the downtown office of the supervisors. According to their liaison person to the Board of Supervisors, "the relationship between us and the center was no different than any professional contractor." A steering committee, established to oversee the evaluation, was comprised of representatives from the various city and county agencies involved. Meeting monthly, the committee helped provide access to the student evaluators and to staff people.

The SSRC report will be used for county-wide reform of the juvenile justice system. Board of Supervisors representatives express satisfaction with the report. They also indicate possibilities for future studies, such as developing a juvenile records system and conducting an audit of the 24 Municipal Court Districts in Los Angeles County.

OUTCOMES

The SSRC Student Handbook asks students a number of questions relating to measuring one's learning. Posing these questions is a way to frame the academic and skill outcomes for students, because the degree to which each student develops these skills is variable, a function of the previous experiences of

the student, degree of motivation and the length of student participation at the center. These are questions the Handbook asks of students:

> Are you learning how to learn? Facts and information will soon be outdated. But there will be little change in methods of knowing. Are you learning how to find things out for yourself in all phases of research?
>
> Are you learning to reason, discriminate and judge? Research of many kinds will be presented to you for many years to come, whether you do it, or others do. Are you learning what makes a good research study? A reasonable sample? A good questionnaire? A good technique? Are you learning to rely on your own judgement, and to know what you are competent to judge?
>
> Are you discovering what you do best and developing your natural abilities? No one is equally skilled at all phases of research. Are you learning to recognize your strengths and develop them? Are you learning to consult with others on tasks outside your strong areas? It's O.K. not to know. It's not O.K. not to know that you don't know.
>
> Are you mastering basic skills? Regardless of your own particular strengths you should develop a basic understanding of research. Are you becoming acquainted with the entire process?
>
> Are you developing disciplined work habits? No professional organization can function in chaos. We are many part-time people trying to run a major effort together. Are you learning the importance of check-in check-out procedures? Are you learning to put materials in their proper place so when you leave, the next person can find them? Are you learning to develop cooperative work relationships as we weather field crises together? Are you meeting the commitments that you've made for work to be done?
>
> Are you being introduced to a broad range of experiences? Research is a broad topic. There are many varieties, and many phases to each variety. Are you developing a sense of just how much there is to know? Of how many ways you might approach the same study?

There are areas of attitude and behavior. SSRC students also acquire a set of technical skills. For students who enroll for at least two quarters, a variety of research tasks learned include instrument design, sampling techniques, interviewing skills, coding, data analysis, keypunching and simple computer terminal operation. More advanced students refine report and proposal writing skills, learn project administration skills and gain expereince from professional responsibility and accountability.

The accomplishments of students are impressive. One student has organized a workshop on the role of the paraprofessional for a regional human services consortium. One hundred participants are expected, with many respected resource people participating. Another student, working on the same theme, developed an

experiential training program for paraprofessionals. This focus is derived from the backgrounds of several women at the center who have learned to work efficiently with little funding, during volunteer experiences. This resourcefulness characterizes the operation of the center, where graphics, layout, typing, printing and computer operation are all performed by students. Another SSRC graduate has formed a counseling, referral and legal rights service for prostitutes.

Many students have continued their education at master's and graduate sociology programs and others have had significant success in finding jobs. One student was hired as an analyst with the Los Angeles Times, because of her experience at the center. Several students expressed feelings that they expect to have success in finding work with the research skills and experiences required at the center. A description of the center categorized the kinds of growth experienced by SSRC students.

Skills Profile: Provides continually up-dated learning record showing numbers of students proficient at specific levels of skills and progress made in attaining those skills.

Changing Self-perception: Students evidence changed perceptions on their academic and professional competence. Many students who had intended to terminate with a B.A. degree have decided to attend graduate school, while others, particularly minority students who entered with deficient academic skills have come to realistically evaluate their strengths and compensate for their academic weaknesses while continuing to learn.

Changing Percpetions of Quantitative Research: Students who once regarded quantitative research and analysis as overwhelming and incomprehensible have learned to approach such research as ordinary everyday transactions. Evidence of this sort reflects a general level of acceptance in the SSRC of professionalism as a standard.

SSRC Research Reports: Advanced students in the SSRC participate in the preparation of papers for presentation to professional societies and of final and interim reports on each project. The number and quality of such reports is considered a valuable component of evaluation. A partial listing of some reports may provide clues as to the work of the students in this area.

A large number of students present papers before the Pacific Sociological Association (PAS) and the American Sociological Association. In fact, Dominguez Hills ranks second in the number of papers presented at the PAS, including nine student papers. This ranks above the presentations of the faculties at the University of California, Barkekey, UCLA and USC. As one faculty member noted,

> There is a feeling at these conventions that we have forty faculty in our sociology department. Professors come up to me and say, 'You guys are really growing.'

There are limits to the effectiveness of student participation in the center. Virtually all agree that the center is best suited for highly motivated and curious students. In fact, its publicity materials emphasize motivation and curiosity as requirements for enrolling. Outcomes seem most directly related to a student's motivation and how comfortable he/she feels at the center. The center's evaluator delineates some of the characteristics of student growth and student achievement:

> SSRC wanted to demystify social research generally and quantitative research specifically. The first goal has been well accomplished. When I talk to students, the first thing they invariably mention is how they see research being done by anyone.
>
> I suspect that the demystification of quantitative research has been overdone. It's partly my bias, but students will say to me that statistics is not difficult, it's nothing.
>
> There is a necessity of requiring technical skills. They attack the problem, however, that a person's worth is a function of the technical skills they possess. One result is the de-emphasis of technical skills. Yes, it's an issue of eliminating the value judgement, but people are taught they themselves don't need the skills, they can get someone with the skills.
>
> Some people end up doing clerical tasks for a project. Some students complained of this - sitting in on a report writing sessions, tabbing one variable, addressing and zipcoding letters, pulling and refiling reports.
>
> Unless you know a certain amount, it's difficult to involve yourself in the research. Some people were highly motivated, curious, had a lot of time. These people got a hell of a lot. In many ways the center is better suited to excellent students. It's possible for a student to do very little work at the school. The center doesn't reach those students. It doesn't force people to perform. A large part of a person's growth here is a function of their motivation to learn.

SSRC has been quite successful in its goal of creating a sense of belonging among its students and community participants. This is somewhat limited to those students who feel comfortable there and they are predominantely women. There is a mixture of generations at the center, including several mother and daughter students, high school interns and retired women. One woman describes the center's importance to her, beyond the acquisition of research skills:

> One of my lifetime desires was to go to college. It wasn't until after my children were grown and I retired from work that I was able to fulfill my lifetime dream. My first experience in college was at Glendale Junior College. Since it had been over forty years since I had attended school, my adjustment to tests was extremely difficult. It seemed as though I was memorizing a lot of terms which I soon forgot.

My two daughters were involved in the Social Sciences Research Center at California State College, Dominquez Hills and recommended that I attend. I found the SSRC to be more beneficial to me than my experience at Glandale College. The open classroom allowed flexibility and I learned and retained information by working on actual projects. When I first entered the center I didn't even know what social research was; within two weeks I was surprised to find myself actually coding, interviewing and drawing random samples. In my three quarters at the center, I have learned about different types of research and phases of the research process. This involvement keeps me active and I'm proud I'm a member of the center. I've made many decisions at the center and have improved my inter-personal skills as well. To me the center means a way of learning, working with people of different ages, and an active involvement in the community. It has been a very educational and great experience for me.

Interviewees

Betty Sutten Jackson, Compton Sickle Cell Center
Beverly Hawkins, Instructor at University of Southern California
Vivian Purnell, Family Service of Long Beach
Lois Lee, former student, teacher, UCLA graduate student
Donna Telesky, former high school intern
Darlene King, former student, UCLA MSW program
Joan Platt, former student
Laura Telesky, student
Jim Bush, Drew Medical School
Susan Takata, former student, UC Berkeley Ph.D. student
Perry Parks, criminal justice analyst
Jeanne Curran, SSRC Director
Herman Loether, SSRC Faculty Director
Maxine Boyd, student
Elsie Karnowski, student
Brooke Campbell, student
Tom Lillevig, student
Sue Kirsch, former administrative assistant, SSRC
Sharon Raphael, SSRC Faculty Director
Jim Marshall, evaluator
Bob Christie, chairman, Sociology Department
Donald Gerth, President, CSUDH
Barbara Moore, student
Don MacPhee, dean, School of Social and Behavioral Sciences
Dick Hughes, deputy to Los Angeles County Supervisor
Jerry Mandel, dean, academic planning

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EMPIRE STATE COLLEGE

New Models for Career Education

The goal of the New Models Program is not to work with students in specific jobs with specific job-related goals: for example, getting the degree and only the degree. Our program is particularly successful with people unclear in their job goals. We have a student design a contract called 'career exploration' - readings and some kind of field activity, for example they may conduct interviews with persons active in the career(s) in which they are interested.

The conculsion of such a contract is not so much to have a student select a specific job, but to have a person's vision of self and his experience come together for a decision. It allows people to look at their past in a new way.

Even if all we've done is expand the Empire State College model to new clienteles and areas, that would be positive. But we've done more than that. We tried to develop specific career competencies to answer the question, 'what are common needs across a wide variety of jobs within a single field?'

-Gerald Sircus, Mentor
Human Services/Business

ORIGINS AND PURPOSES

Empire State College is a part of the State University of New York. It is a college without a campus, courses, grades or semesters. ESC was designed to fill a need in educational opportunity for persons who are unable or unwilling to enroll in a "traditional" college program. ESC offers individualized degree programs and contract learning for such persons in many academic and career programs.

The college, centrally administered from the coordinating center in Saratoga Springs, operates seven regional education centers at which students enroll and work with Empire State's faculty on individualized learning programs. None of the centers enrolls more than 700 FTE students. Opened in 1971, Empire State offers academic credit for previous learning experience in non-school settings. About 3000 students are enrolled full or part time. The median age of these students is in the late thirties. The college offers both Associate and Baccalaureate degrees.

The New Models for Career Education program is located at the Lower Hudson Regional Center, on the campus of Rockland Community College and also in White Plains, New York. It has enrolled 350 students since the program opened in 1973. The median age of these students is 39. The Lower Hudson Center is one of the newer units of ESC.

New Models for Career Education was funded by a three-year, half-million dollar grant from the Kellogg Foundation, providing one-half of program costs. Empire State assumed the remaining portion of program costs. The initial Kellogg grant expired in October, 1976, when the New Models program costs were totally assumed by the College. Though the center enrolls students not involved in the New Models program, there is no evidence of competition between the center and the program. In fact, because New Models is now an integral part of the center, there will be no administrative distinctions, although the staff of the New Models program draws a distinction between the program's purposes and the broader mission of Empire State College.

The distinction between the purposes of the New Models program and Empire State College is difficult to articulate, since the New Models program shares the broader pruposes and processes of Empire State: 1) individualized, contract learning through close relation with a faculty mentor; 2) credit for previous learning experiences; 3) new credentials developed for ESC students, based on validated experience and demonstrated performance. An evaluation of the New Models program conducted by Empire State College's central office staff identified the following distinctions between New Models and ESC:

> NMCE differs from other programs at ESC in the following ways: Five points can be raised. First, the NMCE program places particular emphasis on job/career-related learnings and attitudes, and where possible and appropriate, encourages close planning and designing of NMCE student work between employer, mentor, tutor and student. Second, it would appear that students in NMCE tend to bring more work experience and receive more work experience credit in their advanced standing and degree program. Third, NMCE students, in the main, are half-time students. Nearly 73 percent of these students are registered for half-time contracts. Presumably, many are also regularly employed on a full or part-time basis. Fourth, learning contracts for NMCE students place greater emphasis on career oriented content. And lastly, 'bridging' and 'emploratory' contracts are used in the NMCE program to link job/life to studies and to provide concentrated opportunities for students to explore career options.

The New Models program was founded because of the need of many people for education with the goal of career advancement. The growing presence of the knowledge worker in the work place creates a need for easy and continual access to educational opportunities in order to keep up with new knowledge. The staff

at New Models speak of the program as revolving around student needs. Instructional degree programs are designed for each student, focusing on his or her interests, needs and goals, and oriented to the student's professional, academic and personal purposes.

New Models has identified four types of students with which it seeks to work. These are:

1) Those who are employed, but desire credentialing, upgrading and/or a career switch;

2) Those who hold an A.A.S. or an A.O.S. degree but whose advancement is limited without further education;

3) Those unprepared for the world of work (students in need of marketable career skills);

4) Those inadequately served by the traditional college for a variety of reasons; for example, distance from the learning site, anonymity experienced in a large academic setting, scheduling or lack of financial resources.

New Models has selected four career areas in which to serve students: allied health, human services, business and engineering technologies. Each area is viewed as a broad career field, with many opportunities for career advancement or lateral movement to jobs within the career field. Students elect to study with a New Models mentor who works within a specific career area. The program director describes the focus on serving individual purposes with these broad career areas:

> We are attempting to develop new models for career education - not new models for careers and not necessarily education for new careers, although the latter has occurred in certain cases. The original proposal talks about career ladders.
>
> We have thought in terms of career lattices which would help persons move in careers horizontally as well as vertically. In degree program planning, students are assisted in reflecting on their existing career competencies whether these be derived from life experience or formal education. They then explore the competencies still needed to be effective in a specific career. Moreover, they are encouraged to reflect on which competencies can be used in other careers and what additional education they may need to enable them to become better prepared for careers alternative to the primary area of interest. The focus is on the process of planning for and working with each individual. The degree program and contracts are flexible responses through which career interests and needs can be met by students. A potpourri of learning resources is made available to create each time anew a different mix for each student. We do not make students go through hoops in areas they have already developed or in which they have achieved their goals.

Model I: Individually Developed Degree Programs

This model uses individualized contracts, tailored to and based on the experiences and goals of each student. Although the content of the contract differs for each student, there is a common process for working with a student to design and carry out the contract.

Model II: Institution as Locus

This model uses a work setting as a primary learning resource for a student. The work setting may be the student's regular place of employment, or it may be a temporary internship. Changes in work environments are often used as opportunities for learning new competencies and values for the setting. For example, the Unified Services Act of New York State declared that residents of mental health residential institutions should be de-institutionalized and returned to their homes. The consequences of this act were wide-ranging for state institutions, including a severe decrease in patient populations. This, followed by a change in the focus of treatment, required new kinds of professional training and new patterns of career mobility. A New Models student has worked at Letchworth State School for the Retarded, where these changes were implemented. Letchworth developed a department of education and training for extensive in-service programs and academic counseling of personnel. The New Models student was trained, through her placement, to serve in that new department.

Model III: Unprepared Audiences

This model serves the needs of students who do not have clear career goals. They may possess AA or BA degrees, but they may be unprepared to work at a specific job. These students fulfill an exploratory contract to give them a detailed overview of a selected broad career field. Such contracts include readings about the field, visits to places of employment, interviews with professionals, and observations of work activities. The exposure is designed to give a student information needed to make a choice about further study or career pursuits.

Another audience which the model serves is composed of students who, by reason of educational or economic disadvantage, do not possess the skills or resources needed to pursue a college-level education. Although the program has made a concerted effort to attract such students, it has largely failed to enroll significant numbers of disadvantaged students. This may be due to the location of the program in three counties (Rockland, Orange, and Westchester) composed largely of affluent suburban neighborhoods, or it may be that the

disadvantaged do not perceive Empire State's offerings as useful or available.

Model IV: Certification, Licensure and Registration

Designed for students who must pass a licensing or certifying examination to achieve professional status, this model prepares students to 1) acquire the skills required for a specific job, and 2) acquire the knowledge needed to pass such examinations. The program claims success in an on-going dialogue with licensing and certifying agencies. New Models students are taking examinations for such professions as occupational therapy, laboratory technology, dietetics and nursing. Major obstacles to full recognition of the ESC model remain. For example, nurses who earn a B.S. degree at ESC must seek alternative credentialing (Regents External Degree) if they wish a BSN. Obstacles remain even for ESC graduates, although Empire State is accredited regionally and within the SUNY system. These problems are similar, although not as acute, as those faced by graduates of the College for Human Services. Refer to the College for Human Services profile for a more complete discussion of the credentialization of new professionals.

Model V: Step In - Step Out

All students at New Models and at Empire State generally have the option to take periodic leaves of absence for one or more months. No negative judgement is placed on these leaves; they are viewed as natural occurrences of an individual's work, learning and personal rhythm. The New Models program has this freedom to "step in and step out" of studies into a model for professionals seeking periodic, or continuing, educational development. Learning modules have been developed by the staff for the allied health professions as guides to specific learning or competency objectives. Other examples of college modules are: Youth and Urban Setting, Interviewing, and Child Welfare Needs and Services. These modules can be taken by special students (non-matriculated students seeking specific independent studies for credit). This group includes students from other colleges and students with masters degrees who are seeking to update their knowledge in a specific field.

Model VI: The Homebound

This model reflects a clientele rather than an educational mode at Empire State. New Models has not experienced much success with this model, which seeks to bring ESC educational opportunity to physically handicapped persons, to

prisoners and to others unable to attend a learning center. Other units of Empire State have had success with this group.

Model VII: Consortia

This model is difficult to identify in actual practice at the New Models program. It seems more suited to the program's dissemination strategy with other programs and institutions than to student learning contracts. Through several activities including conferences, relations with professional associations, management development programs, relations with other colleges, the New Models program seeks to multiply opportunities for its students and to publicize the New Models program. Such contacts are used as learning resources by students.

Model VIII: Exploratory and Bridging Contracts

Like the "unprepared" model, the exploratory contracts seek to assist students to explore options within a career field. The bridging contracts seek to connect previously acquired skills and knowledge with a new endeavor. One student, who had worked in a hospital, completed an exploratory contract through an internship in health care administration. The student then planned to get his degree in that area. Another student used her skills as a mother and homemaker to explore her goal of working in human services. A business student completed a contract by studying the managerial aspects of unionism.

ACTIVITIES

The core of a student's experience at the New Models program is provided by the relationship with the mentor. Virtually all the major activities for students at ESC are guided by the mentor: assessing, giving credit for prior learning, designing and executing learning contracts, providing resources, evaluating student performance, determining completion of the degree program. The heart of this relationship is the time spent together by the mentor and student. Invariably a close, intimate, learning and nurturing relationship develops. This represents a potentially dangerous situation because the importance attached to a single relationship can easily lead to abuse. In a survey of students studying nursing at Empire State, students reported that their most rewarding relationship at ESC was the relationship with the mentor. However,

the same study demonstrated that the mentor relationship was least satisfying to a significant number of students. The dedication and care which the New Models mentors apply to their work seems to insure against any significant abuse of the license their position gives them. A warmth and concern emanates from people at the center, evident to both visitors and students.

Some mentors discussed their role:

> The strength of the program is the coordination of learning experiences and resources. There's one person watching what's going on with the students, watching them develop and tending to their needs. Evaluation and documentation of a student's strengths and weaknesses are supervised by the coordinating mentors. This can be acted upon in future contracts. You learn how a student thinks; you use that intimate knowledge over a period of contracts to guide the learning experiences. I use the past contracts as measures of growth. You don't get that in a traditional, fragmented program.
>
> There's a problem in discriminating between life experiences worthy of college credit and those that are not. If we were to give credit for life experience not worthy of credit, we would diminish the student's program by that much. We've gotten better at it, but it's a very subjective process. The use of professional experts in various parts of the process is integral to its success.
>
> A student was referred to me for evaluation of how much knowledge of nutrition she has. She's a health food nut. I talked with her about books she's read, how to develop a vegetarian diet, metabolism, digestion, etc. I push for the edges of people's knowledge. She had an incomplete, spotty kind of knowledge. I need to made a recommendation of whether her knowledge is worth college credit. If I spoke to someone who had taken college nutrition for four credits five years ago I'd find that person's knowledge spotty too. We need to discover how knowledge is organized in a variety of ways. Knowledge from life experience cuts across course boundaries.

A human services mentor who developed a manual of competancies and learning resources for her students:

> Traditional college human services programs are often too prescriptive. Our manual combines liberal arts and professional functions in an interdisciplinary fashion. Principles and methods are all right, but more substantive knowledge is needed. I spend a lot of time on concepts of self in starting to build with the students. Many suggestions, alternatives, particularly the first few meetings. We meet more often with the students in the beginning of the degree program and less later on.
>
> More so than in the other career areas, I have very few students who are independent learners. Many are very dependent on the mentor, tutorial/instructional relationship and here more structure is built into the contract.
>
> I have a lot of trouble writing the evaluation. I end saying things like, "The student has worked on her writing skills, she's made progress, but she

still needs growth." There's a tremendous responsibility expected of the mentors to make judgements about students' skills and their ability to grow. This is mitigated a little by sharing the student among other mentors and external tutors.

Another mentor:

The academic quality of the program often falls on the mentor. The co-signing of the contracts by the associate dean tends to be for the experienced mentors a formal step, though for a mentor meeting with four to five students a day, it's a very welcome impact and review.

Mentors have often had to provide their own resources. We felt that our own development was crucial to keeping the project on track.

New Models has just contributed to the development of a Student Planning Guide for Degree Program and Portfolio Preparation which provides detailed information for students on assessment, credit, contract learning and degree programs. This is another part of the staff's efforts to clarify the process of guiding students through individualized learning programs. The Guide is welcomed with relief by the mentors who will now spend less time on precedural questions, and devote more time to actual program developments.

A primary learning resource utilized by the New Models program is tutors. These persons are professionals from all walks of life who agree to help students achieve specific objectives contained within the learning contract. They may be asked to help determine, or validate, the amount of credit which should be awarded for prior experience. They act as teachers of specific subjects. They act as consultants to students who are designing degree programs or learning contracts and some teach courses at other colleges which students elect to include in a contract. Tutors come from business, labor, industry, social and health professions, and other academic institutions. The Learning Center keeps files on available tutors which contain information on previous experience with the program, quality of the contact, and area of expertise. Mentors are responsible for evaluating the performance of the tutors and students are often invited to do so also.

Several reasons are cited for the tutors' willingness to participate: 1) they are attracted by the kind of people self-selected as Empire State students; 2) they are attracted to a new activity's freshness, and 3) they are pleased to cooperate with a school which asks for their help, recognizes their competence and offers an aura of being affiliated with academe. Tutors are offered stipends, which are sometimes refused, of $10 per hour for their efforts.

A college-wide file of tutors is being developed, but this is "talked about more than developed," according to one mentor. Unlike the Tunbridge program at Lone Mountain (refer to profile), which expended considerable energy assembling a network of professionals before thr program began, New Models is slowly building its contacts as the program grows.

A mentor describes her work with students, tutors and resources:

> What we are doing is clearly in a state of refinement. It's constantly evolving. This is a long-term process. There is a long-term newness to what we're doing. A traditional program reaches out into the community to find and utilize resources, establishing a pattern. Here we develop ties with a student and when it's done, the tie is dropped. This newness diminishes a little over time, as I come to know more and more people in the field.

Apart from bringing the Emprie State model to new audiences and applying it specifically to career development, one of the chief accomplishments of the New Models program is the writing of competency and learning resources manuals for the career fields of allied health and human services. These manuals were developed in response to the need to provide information and resources to students and mentors for use in the design of contracts and degree programs. Although there is a commitment to design each student's program individually, standard measures of performance were useful in designing degree programs and contracts for assessing the student's work.

An allied health mentor at New Models and another ESC mentor in psychology have developed an Interpersonal Attributed and Skills Inventory. This guide contains 70 skills which, when measured, provide insight for a student into the professional competences of the allied health worker. The skills are grouped into categories, such as Group Leadership, which are further broken down, in this case: expressing of ideas and opinions in a group; decision making; responsiveness to group process. These are further specified: creates an environment where group members express their ideas and opinions; shares decision making with group members; coordinates the desires and efforts of group members.

The human services manual, Community and Human Services Manual: A Guide for Mentor and Student, is organized around the following competencies:

Interdisciplinary Components

1) Understanding of biological, psychological and social differences and commonalities of individuals and groups.
2) Understanding of the cultural, economic and political influences on individuals and groups.
3) The ability to interrelate the interdisciplinary compenents in a developmental pattern.

Professional Development

1) Knowledge and awareness of human service ethics and values.

2) Understanding of the range of roles and responsibilities in a particular human service (i.e., health care) and knowledge of the particular job within the field (i.e., nurse or health aid).

3) Understanding of the meaning of professionalism and continuing to learn and grow within the profession.

Skills and Methodology

1) Understanding the principles and techniques of interviewing and the ability to conduct interviews.

2) Knowledge of various theories of group processes and the ability to conduct meetings and group sessions.

3) Knowledge of appropriate community resources and referral processes to meet consumer needs.

4) Ability to use problem-solving techniques in a wide range of settings.

5) Ability to collaborate and share knowledge with appropriate persons and/or agency.

6) Ability to use advocacy as a method of mobilizing a variety of forces for the purpose of effective social change.

7) Understanding the modalities of intervention that enable the human service worker to function as a counselor, facilitator, and/or change agent.

8) Understanding methods of inquiry and basic social research methodology and its validity and relevance in promoting social welfare.

Planning, Organization and Provision of Services

1) Awareness of the various ways problems are defined in areas such as health, education, and welfare and how these definitions influence the kinds of programs developed.

2) Knowledge and understanding of the agency's goals, auspices, structure, and funcations and how they affect service delivery.

3) Understanding social welfare legislation on federal, state and local levels and its implicit/explicit effect on policy and program.

4) Understanding the processes and strategies pertinent to the planning, development, implementation, and evaluation of social welfare policy and programming.

5) Understanding the administrative and management processes that enable social agencies to become more effective providers of service.

Each competency is specified by areas of study, which provide the student with definitions of specific functions, and organizes the study of each area. Care is taken to bring the student through the process developmentally, beginning with much attention to the self-awareness of the student and his or her ability to define and relate to different value systems, the students' own as well as those of others. An allied health mentor discussed application of the manual to student learning programs:

> The student identifies a specific career goal. We then develop the areas of skill and knowledge needed. How much is needed? How much does the student have? There is a constant process of refining our ability to be fair and accurate with students.
>
> In our curriculum development, we try to develop the total spectrum of activities needed for the career goal. This may include administration, fiscal planning, medical economics. Student programs differ. Their career goals may include early childhood development for the mentally retarded, administration in the health sciences, inservice education, patient education.
>
> A successful outcome for me is focused on application, the student's ability to master material well enough to apply it. Can a student view a situation and evaluate it? What factors would be involved in achieving the change? Plan intervention? Anticipate outcomes?

Assessment

A student is evaluated at three points in the New Models program: (1) upon entry, to assess credit for previous life experiences, (2) upon completion of individual contracts, and (3) upon completion of a degree program. During all three phases, the mentor plays the central role, although others are called upon to assist in the process. Tutors may be asked to assess college credit for an entering student's knowledge of a specific field, and thus help determine a student's advanced standing. The program's associate dean is responsible for co-signing all completed student contracts, exercising a quality control on the process of assessment. Mentors are responsible for writing a Digest and Evaluation on completion of each student contract. The Digest and Evaluation is a key document which shows a student's progress measured against the objectives stated in his or her contract. The Digest and Evaluation must be signed by student, mentor, and associate dean. Finally, four or five faculty members sit as a degree committee to assess the student's work. The process of assessment is a crucial element in the learning process for students at New Models. New guideposts for achievement are established with the completion of each contract. For students, the sense of completion is important, as many students never imagined that their performance would be certified by an institution of higher learning or would result in a degree. One mentor describes what can occur:

> I had a meeting with the student and evaluators from the area. Those who could not come were out on a conference call in the room. We met for an intense hour. It was a very emotional experience for the student. There was a real excitement among us all about the sense of solidity he had gained. This meeting was used as an evaluation of the entire portfolio, before going to the assessment committee. It was fantastic.

Credit is awarded at Empire State on a "contract month" basis, with credit for each month of full-time study. Twenty-six months is the maximum amount of advanced standing credit that may be awarded to a student for prior college-level learning.

Dissemination Activities

New Models is planning a dissemination project, with the support of the Kellogg Foundation, to respond to the many requests for information and guidance about the program. Through release time, faculty members will provide consulting services and resource materials to other schools in the New Models program.

OUTCOMES

The director of the New Models program sets a tone of inquisitiveness which is echoed by students. She has said:

> Learning opportunities are around us constantly. We want to make persons more alive to other learning opportunities than those we are normally aware of day to day. In addition to being an excellent practice for life-long learning, such awareness can also make you more alive in a qualitative sense.

One allied health student, a nurse who trained in a hospital based program and who always "looked down" upon school trained nurses, remarked on her experiences:

> I feel I got a real feel for the collegiate experience. I developed an appreciation for higher learning that I didn't have before. I think I will be a learner for the rest of my life, where I will find it easy, where I wouldn't look at the experience before as educational, I really prize the experience.

The outcomes for New Models students are not limited to an appreciation of the collegiate experience, or even to developing a powerful sense of inquiry. As a result of their experience, students repeatedly report the higher professional regard in which they are held, and career advancement opportunities which have opened to them. Some even speak of major life changes resulting from their experiences. What is unique about New Models is that it has provided access to an educational process focused on career development as an important concern for working adults seeking career advancement, middle aged men seeking new careers, women seeking careers after raising a family, among others. The New Models program not only provides flexible and creative responses to individual career and educational goals, it also gives a new meaning to the word access for adults who have never viewed the university as a tool they could

use for their own development. Following are statements by students:

By working with the tutors I gained a lot of confidence in myself, because I worked with people who are highly educated and intelligent. It has, in some sense changed my life. The biggest education I got out of this college was to use resources, libraries, people and how to seek out people and feel confident to talk with them.

It sort of makes you like a detective. It's more difficult; you can't be lazy. I developed a tenacity for problem solving, not because I'm smarter, but because I know how. I was just transferred to the experimental division in the computer center at work. The experience has had a great impact on me. I'm not apathetic anymore. I'm active now, involved. It was one of my greatest experiences.

I graduated with a B.S. in nine months. Everyone was very supportive and excellent in guiding me. I'm very proud. I was college bound many years ago, but I didn't go because I got married. Then my children went to school, and I lived vicariously through that. I felt frustrated. I was 51 years old when I got the degree.

There is great pressure to get the B.S. if you want to stay and advance in nursing. I resented the course requirements for the bachelors-prepared registered nurse. I was too well prepared by my life situation for these required courses. I was bored by them.

The experience was very stimulating for me. I'm not being laid off while others are, during these cutbacks. I've been placed on the Board of Directors for the Public Education Division of the New York State Cancer Society. Many professional peers have noticed a marked degree of growth in me.

I did two contracts on adult education and evaluation of educational experiences of adults. I learned how to write behavioral objectives, which I use on my job daily. I did a project on systems theory which was a real revelation for me. All current nursing books refer to system theory. It has improved my ability to work with systems, use of flow charts. I also did a media studies contract at the New School where I learned to use audio/visual equipment, to set up instructional modules and the use of the media.

My work here was just enough of a push to get over the hurdle of writing, which has greatly enhanced my professional standing. It has advanced me in the field of urban planning. This is much more important than the degree itself. I'm better able to assemble my experience and ability to be considered a professional. I'm now interviewing people for jobs who feel their education has been a total loss. I myself would probably hire Empire State student over a regular college student.

I learned supervisory skills, how to elicit individual abilities - from group therapy to supervising people. I worked with the resident to help differentiate among psychotic, neurotic and hyperactive children. I did contracts on supervision, developmental psychology, anthropology, psychoanalysis of women, adolescents.

Interviewees

Sister Mary Ann Biller, Director
Gerald Sircus, mentor, human services, business
Rhoda Miller, mentor, human services
Jay Gilbert, mentor, engineering technologies
Nancy Bunch, mentor, human services
Roger Larsen, student
Lois Muzio, mentor, allied health
Agnes Maduro, student
Marilyn Shauder, student
Ashton Thumm, mentor, business
Pat Beldotti, student
James Orr, student
Tom Pugliese, student

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Director
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TUNBRIDGE

LONE MOUNTAIN COLLEGE

As part of making the transition from youth to adulthood, society expects one to acquire an enormous number of new attitudes, ideas, behaviors, skills, and responsibilities as well as unlearning old, previously mastered patterns. A tremendous change is expected in a short period.

Bridging the gap between youth and adulthood is an experiential issue. How does it happen? The changes are so various and so comprehensive that one is faced, to use an analogy, not with a tear in the fabric of life which can be resewn but the need to entirely reweave the fabric from the various threads of personality and experience. One consequence of this is that this period of transition is a period of great possibility as well as of stress. The very magnitude of necessary change obviates patchwork solutions. The need to reexamine and reorder basics yields the possibility of richer and more constructive patterns.

Generally, career education has been conceived of as though it were a single, discrete marble in a jar full of educational marbles with the possibility of adding or removing each individually. On the contrary, as we perceive it, career education is a thread interwoven with and held in place by other threads in a larger fabric; and for this reason, it is not possible to meaningfully pursue career education without considering in a thoroughgoing way interlocking issues of human development and of the transition from youth to adulthood.

Jan Rakoff
Director

ORIGINS

Tunbridge is the name of a small, dangerously self-contained program at Lone Mountain College, a small private liberal arts college, formerly a women's Catholic school, in San Francisco. The program is the product of four years of research and development work in Cambridge and Vermont by Jan Rakoff, the Director. This is its third year at Lone Mountain. Either because of its long history of trial and development, the strong conceptual and possessive character of its progenitor, or the very problem of human development the program addresses, Tunbridge is best depicted not by a cata-

logue of its activities with students, but rather by its own conceptual purposes and rationale. The program has a wholeness, a gestaltic character, which makes it difficult to break down into a simple, recognizable set of images. It is this wholeness which comprises at once the program's major strength - and success - and contributes to its major weaknesses.

The problem of transition from youth to adulthood is meticulously articulated by Rakoff. Both the dimensions of the problem and the activities necessary to facilitate that transition are clearly diagnosed and prescribed by him. But beyond his own clarity of purpose, the instructional staff of Tunbridge has assimilated the same diagnosis and prescription. Their roles and methods within Tunbridge are surprisingly uniform, contributing to a tightness and a wholeness in purpose and execution.

PURPOSES

Tunbridge posits that students today face an "exquisitely difficult" transition from the status of being a youth or adolescent in society to becoming an adult, complete with the full retinue of adult responsibilities. Our society today has created great incentives for young people to remain adolescents. Teenagers are indulged, protected. The incentives to "grow-up" have been removed; young people are hesitant, afraid, or simply do not want to take the responsibilities of adulthood, to leave a sheltered status. And yet they are expected to take on adult responsibilities in lightning fashion, with very little support from our social and learning institutions. A hundred years ago the opposite was true. People were motivated to reach adulthood as soon as possible to escape their deprived status as children and adolescents. Rewards were to be had by taking on responsibilities, by becoming independent.

Schools have contributed to the developmental inertia in young people. Students learn to view knowledge as a pyramid of bricks, where each brick represents a course. There is a dominant view that knowledge is organized in a "course kind of way," leading to an exaggeration of the myth of expertise. While the 19th Century was "a great century for tinkerers," today "students are paralyzed by the myth that before they can do something, they must be an expert." Tunbridge seeks to teach students that they can, as lay persons, approach the acquisition of knowledge on a partial, selective basis, much the way people do who act as parents or voters. There is an emphasis on "taking knowledge on the run," developing the ability to discern "important knowledge."

The internship experience is inappropriate at this transition period. When I was 18 I wanted to become a doctor. I took a summer job in a medical lab, thinking that I'd learn what it is like to be a doctor. Instead I spent all summer spaying mice and didn't learn a damn thing about being a doctor. What one needs here is to become a well informed layman, educationally efficient with accurate and adequate experience.

We don't need experts at this stage, and we don't need gofers either. The narrow specific experiences offered by such placements are terrible. That's the problem with Antioch; it's not an educational experience for one, it's a repetitive task.

The dominant concern of the Tunbridge program is developmental. It focuses on three areas of development for students:

1. Career Exploration

   Student example: fulfilling a written proposal which followed the publishing of a book from start to finish: writing, soliciting a publisher, business strategies, graphics, layout and printing, distribution and sales. This project helped fulfill the student's stated goal of learning "what it would be like" to be a writer.

2. Societal Exploration

   Student example: fulfilling a proposal which sought to expose the student to the values, lifestyles and rewards in professional areas of "activism" as opposed to those within a "private lifestyle." This student sought to explore what a career in politics would mean for him personally.

3. Inter/intra Personal Growth in Relationships

   Student example: interaction with older people to gain confidence, self-expression skills and to learn to accept a diversity of views on the same topic. Such experience came from interaction with community professionals participating in the Tunbridge Network.

A consistent subdominant theme also runs through the program. This theme is more cognitive in character, focusing on the individual's relationship to knowledge, the structure of knowledge, and the individual's process for deciding what knowledge is necessary to meet his or her purposes. Implicit in the theme is the notion that schools enforce an arbitrary notion of knowledge organized by courses and learned in a classroom setting. Therefore, Tunbridge seeks to lessen the tension between learning that can and cannot be accomplished in the classroom. Tunbridge fosters "experiential learning" through method and process, rather than curriculum: "learning by experience rather than conception." This is what Rakoff means when he states that "closing the gap between youth and adult is an experiential problem." It is the one purpose of Tunbridge to act as a school on that "experiential problem."

ACTIVITIES

Tunbridge seeks to integrate an array of developmental goals for students with the goal of infusing self-reliant, discriminating skills in the acquisition and use of knowledge. Though in practice students are probably not aware of learning new ways to use and acquire knowledge specifically suited to their individual purposes, they often do come away with a heightened awareness of what they need to know and why. The process (read: curriculum) of Tunbridge is closely linked to the program's tightly woven conceptual framework. A sketch of this process is provided by the program's own "Course Description:"

> Tunbridge is a program which integrates off-campus, experiential learning with on-campus intellectual endeavor and faculty supervision. The program has its own staff of full-time faculty members and has built a Network of field resources numbering more than 500 individuals in diverse fields who are willing to work with students in educationally valid ways. Each participating student takes the program initially for five months, full-time, and for full academic credit. The Tunbridge structure is suited to students wishing to explore various career possibilities, to acquire field knowledge of a career area already chosen, to investigate aspects of the social, cultural, and political context in which we live, etc.
>
> An intensive orientation is followed by extensive field interviews by the student to acquire the information from which detailed, written project proposals are then designed with faculty supervision. Approved projects are then "marketed" to the Network and contracts of a number of different Networkers. Throughout the program students meet with a faculty tutor at least once a week on an individual basis, once a week in a small group, and once a week in a large group.
>
> At the end of the program, the student's work is evaluated jointly by the student, participating Networkers, and the Tunbridge faculty. The program requires a substantial body of documentation from the student including an on-going journal, a final taped "memoir," summary written reports on each field interview and each individual tutorial, and various appropriate artifacts or reports from the project itself. Each student has a lengthy "exit interview" with faculty members and with the participation of two students on request (who however, do not share the determination of grades). Grades are determined by the tutors and the program Director.

The five months of Tunbridge begins for students with an intensive "non-stop" two day orientation session. At the orientation, students are asked to articulate why they are in the program, and to carefully "test out" these purposes in the course of the program. It is also a time for staff and students to get acquainted. An extended two week orientation of two hours per day was added to the program this year as a result of last year's experience, in which students who most benefited from experience were those who already knew how to use such resources as the telephone and the journal. Following the orientation session, students run through field interviews, mostly during the first month.

After orientation, students are assigned one of the four Tunbridge tutors to work with through the term. Students are not permitted to select their own tutor. A close one-to-one working relationship develops between student and tutor. For many students, this relationship is their most rewarding experience with the program. Students meet with their tutor once a week in individual meetings, once a week in small groups of three or four, and once a week with all students and staff.

The two weeks of orientation workshops focus on developing awareness and basic skills that will be needed throughout the term. Some care is taken at the onset to clarify the values of the student. Students are asked to write what they are interested in, what they want to do and to have. They are then asked to explain why these particular things are important for them. They work with various awareness tools provided in the workshop on values clarification: life goals inventory, elements of a "good" education, traditional American values, elements for an ideal job or career, value scoring, goal priorities, attitudes toward self and toward failure.

Simple mimeographed "guides" or "checklists" have been prepared for use in other workshops. These include:

- checklist for developing project ideas
- sample questions to ask networkers
- workshop on designing project proposals
- workshop on journal writing (each student is required to keep a journal throughout the term)
- an introduction to the city (San Francisco)
- workshop on field interviews
- workshop on telephone use
- workshop on "what is a project"

Students are required to conduct a large number of field interviews with the "Networkers." These are practitioners from a wide variety of occupations who have agreed to work with Tunbridge students. Tunbridge has gotten agreement from over 500 individuals in the San Francisco Bay Area to participate in the network. The purpose of these field interviews is to expose the students to a wide variety of working roles and occupations. Among the benefits from this experience are:

- students realize the relativity of expertise by being exposed to varying views on the same field. The very role of "being an adult" seems to be demystified for a number of students.

- students learn basic "rules" of the professional world; clarity on the telephone, dealing with secretaries, making appointments, getting there on time.

- students are faced with rejection. Some students are crushed when a networker tells them "no." New and refined perceptions of responsi-

bilities and working relationships emerge.

The purpose of the Network creates a need to attract and hold practitioners in the field to work with students by relating to the student's educational need rather than to the employer's productivity needs.

> What are the limits of these folks' involvement? They must accept the fact that Tunbridge allows the student to work collaboratively, and that there is a need for the involvement of on-campus professionals to provide guidance, to act as a catalyst, and to insure that the student's project is educationally valid. We encourage our Networkers to say no when they don't wish to get involved in a given project.

Though the number of recruited networkers is impressive, in reality the Network is greatly underutilized, and sometimes superfluous. Because Tunbridge at Lone Mountain has to date enrolled very small numbers of students - 18, 24, and 14 for its past three terms, and a third of these are high school students - only a small percentage of the Networkers are used. And often students, through the help of their tutor, will recruit resource people specifically suited to their needs.

> I don't use the Networkers as well as I'd like to. It's an unpolished resource. We have large numbers, but we don't use them effectively, because of the slack in our enrollment. I don't communicate with Networkers. My contact to date has been in recruitment. It works best when I recruit Networkers specifically for a student; there's something organic in that relationship.
>
> We're not concerned now with the body count. Our approach to the Network last year was based on political needs of an infant program.

The Networkers are recruited for several obligations. They must attend a workshop on Tunbridge. They must fill out a work book describing the key issues to be experienced and understood by a student to become an informed layman in their field, and their suggestions of project components which would speak to this prescription. About half of the Networkers actually file a work book with the program. They will see students for an interview at their discretion, though they rarely refuse. When working with a student on a project, they are asked to evaluate the student's work.

By the end of this period of orientation and Networker interviews, students are expected to write a goal statement indicating the focus of their work in the program. This statement is used as a basis for the student in developing project proposals. During the five month program, a student may have several projects, many of which may have resulted from bifurcations of an initial project.

High standards are maintained for project proposals, requiring the student to be quite clear and specific about purposes, activities and outcomes under the proposal.

A tutor:

We're supportive in the first exploratory mode, but we turn tough with the writing of the proposal. One student wrote eleven drafts!

Another tutor:

I'm beginning to see the proposal as the bridge between accomplishing the goals of the term and the entry position even though the students' actual field work seem to be the nexus of their experience.

Another tutor:

We're using the proposal to reinforce the student's confidence in the field. The proposal is a mirror of where they actually are. We're hoping to make them more reflective. For example, how do you come off in an interview? What are your judgements and confidences? Taking a look at the image you project. You can control what you want to do by controlling what you need to know.

The following is one component of one student's proposal, entitled "Exploring the Animal Science Enterprise." The clarity of this student's thinking represents a real success for Tunbridge. The student has outlined exactly what she wants and needs to know and how to go about obtaining that knowledge.

Part I - Exploration in Animal Behavior Research

Introduction: One area I would like to explore is the area of animal behavior and the research involved in determining this behavior. I believe that it takes a certain personality to do any kind of research successfully. This person must be patient, observant, and free in mind (e.g. free to make conclusions possibly refuted previously or never before conceived).

A. Statement of Goals in the area of exploration:
   1. I would like to exercise and improve my awareness and ability to observe.
   2. I would like to get a chance to use my mind for drawing conclusions from data I have collected from observation.
   3. I hope to discover if I do have the correct personality for research study.
   4. By having actual experience with research, I hope to find out if I care to devote myself to it.
   5. I would like to experience and understand man's relationship to wild animals.
   6. I want to learn up to what point man and wild animals can live together.
   7. I would like to get a chance to observe the beautiful animal instinct which I believe man has lost.

B. Operational Definitions of Goals:
   1. By raising and observing a young coyote, watching her progress in a domesticated world noting, in journal, her behavior towards mankind and his environment, I will have a perfect chance to achieve my goals.
   2. By going on excursions to research labs I will be able to meet with other people in the research world.

C. Structural Components
   1. Calendar - Sun., Mon., and Thurs. mornings for 1-2 hours Wed. will vary according to the zoo-mobile schedule.
   2. Access - Through Lora LaMarca, zoo-mobile coordinator, I will get to work with this animal.

3. Degree of Involvement - I will be responsible for walking the coyote at the designated times along with writing down behavioral observations.
4. Human Resources - Lora LaMarca, zoo-mobile coordinator, (415) 661-2023, S.F. Zoological Society; Marilyn, Zoo director's secretary.
5. Materials - journal notebook, notepads, camera, and film.
6. Expenses - the cost of paper and film.
7. Preparatory Work - I will have to find out the previous history of the coyote along with some research into books and articles written on the coyote.
8. Anticipated Problems - The amount of time that I will be spending with the animal a week is relatively little to be able to make any substantial conclusions so I hope that by speaking to the others who are working with her, I will pick up on what I have not been able to see.
9. Evaluation - My journal will be the substantial product for evaluation but more important will be whether or not I have discovered if this is an area of study that is right for me or that I am right for it.

A clearer picture of the activities at Tunbridge, particularly the tutor-student relationship, is given by comments from the tutors themselves about their role in the program.

> We're not just a switchboard putting students into jobs or internships. We identify people and places which help our students explore career or other interest areas. We are not concerned about technical training and we have not built our Network for that purpose.
>
> Last year I tended to approach it more conceptually, because I had so much invested in what I wanted to say, I'd bombard students with where I felt they were. Now I try to keep my tutorials simpler and say it once.
>
> I have one student who's excited about solar energy one day, one day about gourmet cooking, one day in starting a butterfly conservatory. I listen more now, I ask them to make a decision, I understand conceptual bases and its pace in unfolding. Now I'm learning how to adapt to the pace of the students. I try to project where a student will be in the near future, next term, in a year.
>
> I work on decision making. Many people don't examine why they've chosen a project. All four tutors lean heavily on the subjective dimension. We're strong on that dimension/perspective. The problem is knowing if we are getting complete answers. A student will describe problems in an interview, but how do I know if it's all there. I come into the tutorial with less on my agenda. I allow a student to talk for a full hour on how choices in Tunbridge relate to long range perspectives. My greatest strength is in asking questions. It has more to do with tutorial style than with program style.
>
> If students can't say why they're interested in something, I ask the history behind it. I can't take too much for granted, so I focus on concrete tasks. What do I want to get? How do you deal with curt people, how do you prepare? These techniques are helpful only as far as they go in helping students understand why they're here. The program give a chance to do that. Normally people don't question students' activity.

I start with where the student is, trying to build confidences, asking how much risk is involved. It's a matter of taking small steps. I had one foreign student from a well-off family, a very sheltered background. We had to build on her insecurities. It was totally out of the question for her to go off campus and interview people. She was terrified. She was interested in media/journalism. She got involved in the school newspaper to get ads. She had to get off campus to solicit ads. She would turn away at the door of the place. We worked with that, developing confidence, taking risks, looking at successes. She thought of her own alternatives. When she got a rejection, she changed her rap, got her presentation materials better organized.

I had another student who wanted to pull Western and Eastern approaches together. He talked with doctors, cardiologists. He said he liked these areas, but that he was shy so he didn't want to deal with too many people. He felt good working in the lab at the UC Medical Center. I refused to make the decision for him. The doctor was willing to work with the student. He ended up doing research on why wounds heal, and got an incredulous letter from the doctor, who was amazed at the kid's maturity and insight. This was a high school kid.

RELATIONS WITH THE INSTITUTION

Tunbridge is like a dense, insoluble core within Lone Mountain College, and it suffers from the relationship. The college is in the throes of very painful changes. From 1971 to 1975 the undergraduate school shrank from a FTE of 507 to 335, while the graduate FTE increased from 19 to 357. About ten years ago it became a college for both men and women and dropped its religious mission. Sister Gertrude Patch, President:

The changes here have been necessary ones, because of changes in our world: Vietnam, consciousness raising among students, and in California the growing strength of public education. This has all created change in the student body. We're trying more to prepare them to use resources. More or less successfully we've tied people into resources in the Bay Area, giving credit for experiences in non-traditional settings.

The change has been difficult. Over the past five years our undergraduate enrollment has declined by about 50 per year. We're now at the point where we can no longer support the faculty we have, creating much anxiety. Our graduate enrollment has increased, but in areas where professionals are used as teachers, so it doesn't help our faculty.

Cutting faculty creates a static and tension that almost crackles through the college. Anxiety is high. This tension creates an odd dialectical environment for Tunbridge. For while the program clearly mirrors the emerging philosophy of the school - for six years Lone Mountain has looked to foster use of Bay Area professional resources by its students - the anxiety, the competition for students, the sometimes clash of personalities all make it difficult for Tunbridge to flourish.

A large part of this problem is a result of the manner in which the program came to the college. After working in more or less successful fashion with the program for four years in Boston and Vermont, Rakoff got a Ford

Foundation grant to search for a suitable home for the program. Lone Mountain was selected after a nationwide search, a mutual choice of both Rakoff and the administration at Lone Mountain. The administration was attracted to the program because it mirrored the school's desire to establish a supportive and reciprocal relationship with various professional and community resources in the Bay Area. Though the faculty's reaction to Rakoff's initial presentation ranged from reluctantly interested to warm, once the program was established, the attitude of many faculty turned decidedly cool. What is more puzzling, however, is the unexpectedly small student turnout for the program. With only 18, 24, and 14 students for the past three semesters at Lone Mountain, Tunbridge is well below its self-sufficient enrollment target of sixty students. The staff of six - director, administrative assistant, four tutors - have been largely supported from a two year Kellogg Foundation grant. This poses a serious and difficult question: why is a program so well thought out, and with generally enthusiastic support of students who do participate, unable to attract additional students and pay for itself? Everyone is genuinely puzzled by the apparent lack of widespread student interest. No program has been more intensely advertised on campus. Tunbridge puts out a newspaper, leaflets, holds workshops and participates in education fairs to get the word out. But students are not responding. There are a number of reasons. A student:

> Part of the problem is the self-contained nature of Tunbridge, being full credit for an entire semester. Also, Tunbridge isn't in any of the five divisions of the college. It's not integrated into the college very well. And it's not represented on any of college-wide committees.
>
> There's an ignorance about the program. People are scared of the responsibility, because it's all you do. Others say they don't know what they want to do, but that's not valid, because it's a good reason to come to Tunbridge.

An Administrator:

> The main source of tension was that Tunbridge came from outside the faculty. There is competition for students, personality conflicts.
>
> I viewed Tunbridge as a means of attracting new students, but in fact it has recruited among current students, and that is viewed as a competitive threat. People don't want to take the time to understand what the program means.
>
> It's a disadvantage and threat for some students. They may feel they can't afford the 16 units; that's a big chunk.
>
> I don't think faculty tension is directed at Tunbridge per se. We're as a college - struggling to survive. It's hard for the faculty to counsel their students into Tunbridge. Others are dedicated to their particular discipline, and aren't willing to give credit to experiences outside of a discipline. If our school had even 500 undergraduates there wouldn't be a problem with this tension.

The college administration is committed to the program. Some even advocate making Tunbridge mandatory, as part of the college's restructured basic curriculum. A college-wide curriculum committee will review that recommendation shortly. It may well decide to offer Tunbridge as a four or six credit course, significantly less than the current 16 credit, full semester offering. It may be suggested that a Tunbridge-like approach be taken in discipline-based courses as well. The reception these recommendations will receive is uncertain.

One contributing factor for the uneasy relations between Tunbridge and the college is the possessiveness with which the director guards his program, like a card player holding his hand close to his body. Because Rakoff has such a great personal investment in the idea and method of Tunbridge, he seems unwilling to make consessions regarding its operation. Staff remark about the "pressure cooker" atmosphere under which the program is run. However, since there is little intrinsically threatening about the program itself to account for the tense relations with faculty, the program could benefit from a more flexible attitude toward its place at Lone Mountain.

STUDENT OUTCOMES

The experience of Tunbridge for students is an impressive one. Staff are together enough, the process is coherent enough, the utilization of resources is facilitated enough to insure a challenging experience for most students. More importantly, the process of Tunbridge seems to lead students into developmental avenues that fit with the purposes of the program: career exploration, societal exploration, inter/intra-personal relations, and the more conscious, more selective use of knowledge and resources by the student. The example of student projects and proposals already cited give some indication of this. Student testimony gives a clearer picture. Many students speak in a highly specific and conscious fashion about their experience at Tunbridge:

> I took Tunbridge as a freshman. I was looking at specific goals, that a person should be in charge of their educational priorities. I'm working largely on my own. I learned through Tunbridge that I work best on my own.

> I worked on children's books, seeing children's authors, child researchers, teachers. The network is a real strength; it's non-structured. There's an openness about what you want to do, but its structured in its written assignments. There's a lot of accountability. Good for experience, but it needs focus.

> When you get in there, everyone throws a million ideas at you. One woman I worked for was putting together a whole child catalogue. I became a gofer for her. No feedback from her. I had to buy the books for her reviews, I had patience, but I finally left. It was a bad experience. I felt so great about cutting her off.

> I worked with a second grade teacher. I worked with the kids on writing

> and art. They kept asking me to draw things for them. I brought in a lot of art books of abstract painters: Picasso, Magritte, Oldenberg. The children loved it.
>
> Adults are not, as I used to think when I was a kid, always together. They are not as impressive as I thought they were.
>
> I've clarified what I want out of my life and have dispelled some fantasies.
>
> In the future I'll be designing my own education not just leafing through the catalogue. I'll be creating courses if none exist in what I want to learn.

An externally-conducted evaluation of Tunbridge found that student experiences matched closely their expectations of the program:

> Some students did not realize there would be as much paper work as there was, nor as much structure to the program. Others, however, thought that the program would have more structure and more supervision. Some students were under the impression that the Network members would know more about Tunbridge as a program as well a' have specific answers to the kinds of questions that they were asking, that is, that they would take a more active role in suggesting projects. Students reported that the program involved more work than they thought it would; that it involved a commitment of time and energy which they hadn't anticipated; that in some ways it was scarier than they thought it would be; and that it was a lot harder than they had anticipated.

The nature of Tunbridge involves both staff and students in more personalized relationships, often beyond "academic" involvement.

> One Ex-tutor:
>
> You get involved in the insecurities, fears, immaturity of students with Tunbridge while in my discipline I stay limited to the subject. There's a dichotomy between self directed students and those with problems. I think Tunbridge is more effective with the self-motivated student.

Based on an evaluation a year ago, this feeling is shared by a number of staff and students. One obvious potential for both student and staff development that has been surprisingly ignored by the program is the development of a community spirit among participants. With such a small group in such a close and constant contact for five months, it is a shame that time and resources are not focused on group activities. The weekly one hour group meeting is generally conceded to be a waste at worst and a bore at best, with the staff "talking at" the students. Students complain about poor message taking systems and about infrequent group get-togethers, all signs that people are working largely independently in the program. The Director reports that this student feedback caused Tunbridge to reexamine and change the purpose and content of student/staff meetings, some of the procedures, and group interaction.

Student problems, combined with the difficulty Tunbridge has in flourishing at Lone Mountain, are the program's two greatest weaknesses. They both belie an inflexibility, almost an intransigence, which need not be so ever present.

Without them, Tunbridge would be a more viable and accepted component of the college. Such flexibility is also essential to replicating the idea.

Tunbridge provides for most students their first encounter with a forbidding, challenging and rewarding environment. It is a highly articulated, tightly conceptualized and generally well executed program which leads to a leap of growth for most students who participate.

INTERVIEWEES:

JAN RAKOFF, Director
EVELYN KLINCKMAN, Provost
SISTER GERTRUDE PATCH, President
GEORGE WEST, Tutor
JIM STRICKLING, Tutor
LOIS STEINBERG, Tutor
DICK COLEMAN, Tutor
ALAN PLUM, Ex-Tutor, Psychology Faculty
DEBBIE KIRSHMAN, Ex-Tutor, Art History Faculty
SUSAN ROBINSON, Assistant to the President
TIM LEWIS, Student

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CAREER DEVELOPMENT PROGRAM

UNIVERSITY OF ALABAMA

Tuscaloosa, Alabama

There's a misleading rhetoric comparing vocational education to career education. In Alabama we have 51 trade schools and community colleges, seven regional schools, five urban schools and two comprehensive universities. Each type of school has its specific function. The junior colleges have not realized their original goal of preparing students for transfer. They've become two-year vocational training institutions, creating a competition between them and the trade schools.

We have a great tradition here at The University of Alabama of involvement in vocational education; training teachers and training vocational educators.

The new thrust comes in response to the trends of student interest in careers. There's a new pragmatism among students. With the H.E.W. money, we knew exactly what we were doing. We were trying to put those two together. That is, this new student concern for careers and the traditional mission of the university.

Richard Thigpen
Acting Chief Executive Officer

ORIGINS

The University of Alabama in the Fall of 1976 enrolled over 15,000 students. Enrollment has steadily grown since 1966's 12,000 students. It is one of two comprehensive universities in the state, and it offers 270 degree programs.

The University is situated in Tuscaloosa, a town of about 60,000. Tuscaloosa is a well developed community, relying on farming and heavy industry for its income. Lumbering and paper mills are large industries in the area, and the smell of pulp plants often lingers over the campus.

The University enrolls the overwhelming portion of its students, over 13,000, from Alabama. Students describe themselves as politically moderate. One fourth

of the undergraduates lives in fraternity or sorority houses. Athletics are well endowed, and the "Crimson Tide" provides much excitement for students and community residents.

UA has a reputation for curriculum innovation. For several years the University has been developing off-campus, intern experiences for students. Many faculty members remark on how "student-centered" the teaching staff is. Perhaps the most noteworthy program is the New College, which provides individualized education, by allowing students to design their own programs through learning contracts, and by facilitating out-of-class experiences, many of which may be work-related. In addition, Weekend College offers courses from Friday evening to Sunday evening for persons unable to attend class during usual class schedules.

The origins of the Career Development Program are difficult to separate from the individuals involved. Don Casella, Director of the Program under a $275,000 grant during 1975-76 from the Office of Career Education of the U.S. Office of Education, was originally a faculty member of New College, where he taught in the social sciences and directed independent study. He involved over a hundred faculty members in discussions about what career development meant at the University.

Casella's discussions with other faculty were colored by surveys showing that students were becoming more concerned with the career relevance of their education. A study of incoming freshmen attitudes showed that by far the single largest concern of students was preparing for a career or job after graduation. Over 86 per cent of the freshmen at UA felt this to be "very important" for them. There was discussion of "consumer demand" for career relevance in higher education.

The discussions about career development did not focus so much on the development of new curricula - or even of new counseling or support services - but rather on the development of consciousness among faculty of the need for analyzing their own teaching content and style to determine if it assists students in pursuing questions about their own personal careers. As such, the O.E.-funded Career Devel-

opment Program was envisioned as a consolidation of many traditional services and the pursuit of many faculty development activities in order to build this consciousness among faculty and student services staff. The student was envisioned as being assisted partly by the provision of coordinated information and counseling services, but mostly by the infusion of career development concepts into the teaching in all disciplines. A faculty member involved with development of the Program states:

> I don't think the Program was designed as a conscious effort to fill a void so much as a consolidation of services and faculty innovation, part of a larger humanitarian attitude toward students.
>
> It was a matter of repackaging programs we already had. I don't think our faculty was as conscious of labels as other university faculties. We did a good job in showing the faculty that new labels don't necessarily mean new programs. We wanted to write treaties among academic fiefdoms so that every course was taught from a career relationship orientation. We felt it was 90 percent attitudinal and 10 percent skill to do this with faculty.

PURPOSES

Beneath a flurry of activity - retreats, commissioned papers, newsletters, career days, mobile "career education" cars, dorm rap sessions, counseling services, career development courses - was a single overriding purpose. The Career Development Program attempted a significant, almost promethean, change in consciousness among the liberal arts faculty of a large comprehensive public university in order to "infuse the academic mainstream with career awareness." The singularity of purpose was matched only by the difficulty of its realization. The effort was focused on (1) making the faculty realize the relevance and importance of career concerns of students to their teaching, and (2) fostering tangible changes in teaching. Not only was this purpose shared by the Program and the University administration, it also intrigued the Office of Career Education, which perceived the largest obstacle to "achieving career education" at large postsecondary institutions to be the faculty.

The UA Program was seen as a wide-scale effort in faculty development. Although considerable efforts were made to provide better counseling and resources directly to students, the former Director of the Program described the efforts as concentrating on changing the faculty, or "achieving a foothold in each college, each division."

The former Director describes the "goals," resembling statements of activ-

ities, developed by the Program:

In talking with the faculty, we developed a comprehensive program. We asked them, "If money were available, what would you do?" From this, three goals were developed.

First, each faculty member would take an hour for each course and would talk about the career implications of his course for the student.

Second, we would develop current and accurate career information - about career needs, specific requirements, descriptive materials.

Third, all students would have access to an internship, within all departments.

Goal statements prepared for the Office of Career Education were:

1. Faculty and students will grasp relationships between the classroom and the world of work.

2. Faculty and students will form and test work values.

3. Students will develop transferable academic skills.

4. Students will develop critical career skills.

5. Students will develop a career self-concept.

6. Students will secure accurate and current career information.

7. Students will overcome inequality of career opportunity.

The goal of infusing an awareness of the importance of career concerns in teaching in a large, sophisticated, research-oriented university faculty was an exceedingly difficult, and potentially controversial, one. To translate these broad goal statements into clear activities during the course of a one-year grant coming from outside the University was also exceedingly difficult.

ACTIVITIES

In reviewing the many activities under the career development grant, an in-house evaluation summarized the four areas of concentrated activity:

To infuse the academic mainstream. The prime strategy of this comprehensive effort was to develop separate Career Development teams and programs within the various colleges and their departments. The details of these efforts were to rest in the hands of the indigenous faculty and staff.

In order to accomplish this task, seven academic programs were provided with funds to hire a coordinator. These programs were Humanities, Sciences, Social Sciences, Pre-Major Students (all in the College of Arts and Sciences),

Education, Home Economics and Commerce. Six nonfunded coordinators were also recruited for Engineering, Communication, Social Work, New College, Cooperative Education and Health Careers.

To develop a support system. The support system was intended to support the programs in the academic mainstream by providing career development information, materials, testing, counseling, internships, career exploration courses and special attention for minority groups, the handicapped and women.

Five coordinators were named to coordinate Faculty Development, Career Planning and Placement, Counseling Center (two coordinators), and the University-wide Career Exploration Course.

To develop a community outreach system. The outreach system was to assist the mainstream system and help guard against inbreeding and institutional narcissism by setting up a Career Development Board (which included a high percentage of non-University people), providing internships to students, providing career teacher training, obtaining cooperation of alumni, and cooperating with the Alabama Consortium for the Development of Higher Education.

Five coordinators were named in this system to head the following outreach programs: Teacher Pre-Service, Teacher In-Service, Work-Learning Services, Alumni Career Program and Consortium Career Task Force.

To install a management system. The management system was set up in the Office of Career Development, which is housed under the Vice-President for Educational Development (later in the year it was transferred to the Vice-President for Academic Affairs), in a top level Community-University Board.

The management coordinators included the Project Director, the Assistant Director, the Evaluators, A Special Programs Coordinator, an Information Services Coordinator, and a Secretary.

Within this organizational grid, several activities were developed. Following are some of the more prominent ones. (1) Internships: As noted, one of the origins of the Program was the New College's use of work experience for students. For several years UA has had internship programs of varying quality and size in several academic departments. An officer of the Chamber of Commerce described his experience:

A number of years ago the Chamber of Commerce proposed to offer jobs to students for credit and pay, if available from local businesses. Eight to ten hours per week were offered in accounting firms, banks, the Chamber itself, hospitals, law firms. The internships had a number of benefits. They developed a close working relationship between business and the University, where we haven't considered ourselves to be a university town. And it gave the students practical experience.

A city official stated:

Our City Planning Agency took four interns in community planning. They did a survey of referrals and land use; they worked in public housing areas communicating what the Agency was doing. They worked on things we couldn't have done without them.

> The Career Development Office gave us a place to evaluate these internship programs. We formally evaluated the students several times last year. We asked what are you doing in the placement? Is it what you wanted? Expected?

(2) Centralized intern information: In the past UA has had good internship programs. Some students were even hired by their former supervisors. But they were spotty and available to too few students. The internships were poorly coordinated within the University, with employers often not knowing to whom to go for intern requests, complaints or inquiries. The Office of Career Development changed this. First, the Office by its mere presence was a central place for all intern inquiries from the community. It clarified responsibilities and provided basic information. For example, after a dorm rap session with engineering students who were unaware of the availability of internships, twenty students signed up for internships in engineering. Second, the Office organized the consolidation of all internship possibilities into a single computer print-out through the cooperation of the Work-Learning Services.

(3) Women's Career Service. The Women's Career Service, which was established under the Federal grant, would not have been created without that support, according to the Director of the Service. It was created to solve a problem at UA. Although women students in several surveys overwhelmingly indicated a need for career counseling, proportionately few women sought assistance from available services. The Director stated:

> I distributed a questionnaire among freshwomen which indicated that a majority of women felt they'd work until they got married. Which is unrealistic. Seventy percent will work for 30 years. Their interests are very restricted. primarily in typing and teaching.
>
> The first step was to create awareness of the need for career services for women, to set up a central place where women would come. We wanted it in a high traffic area, so we put it here in the student union. We wanted it away from the counseling center with its psychological overtones.

The Service offers individual counseling, testing and assessment; referrals to professional women in the community (over 150 have agreed to participate, used to date by about 35 students); referrals for assertiveness training and occupational information; as well as information about job-getting skills. The Service is housed in a small office, staffed by a part-time Director and part-time graduate assistant. A small library has been built, and women "go away with something" as a result of their visit: they've checked out materials, were tested, discussed appointments or were referred to a community-based professional. The Director graphically described some of the difficulties encountered in creating career awareness among women;

> How do you create awareness? I'll admit I don't know. Sometimes I think a 2 X 4 up the side of the head is just as effective. There's a good deal of traffic in here. Sometimes I feel like I'm selling shoes. "Would you like something in values? How about occupations?"

Open 12 hours a week for the last half of the Spring 1976 semester, the Service worked with over 200 women. In one month during Fall 1976 100 women were seen.

(4) Career Exploration Course. A three credit course was provided for undergraduates, begun under UA's Presidential Venture Fund and continued under the Federal grant. The course is an attempt to clarify a student's educational and career purposes. The Coordinator of the course notes, " it would have been more appropriate to call if 'self-exploration.'" A total of about 200 students have taken the course over three terms, with numbers declining due to manpower limitations. Small group sections, called self-awareness groups, were organized with about 10 students each. Exercises were performed to create group cohesiveness and define self-characteristics, and to move a student toward a clarification of values by learning and applying a decision-making paradigm. Some students changed majors after the course, although it was unclear if this was a result of participation. Many students took the course for "easy credit," and some faculty were appalled that three credits were given for a course called Career Exploration. Two faculty members describe their experience with the course:

> We don't know what happens to the students. It's very difficult to go into a university and splatter it with career education and figure out what you've done. Any progress made, however small, must be called large.

> I worked with career exploration groups. It only served 80 students, but it was probably closer to career development than anything else on campus, the closest tie between a person's job and a person's life. I wanted to get more students involved in it.

(5) Counseling Services. The expansion of counseling services and related activities was part of the overall career development strategy. The services included counseling students about the availability of Pre-Major Studies for persons who are undecided about a major. An orientation course is also taught for one credit in which students discuss such things as study habits, classes, academic and personal adjustment to college. Information services were provided to faculty to make them aware of services available to students. Sometimes, "readily available groups of students" were recruited into counseling discussions.

Resident dormitory advisors were trained to make students aware of counseling services in career development. A mobile information cart was used to bring information on career placement and counseling to many areas of the campus. The Women's Career Service was begun.

In short, a lot of activity in counseling was generated. Counseling services and activities, in fact, provided a focal point for dialogue on the totality of career development activities on campus. Counselors often saw themselves as go-betweens for the Career Development Program and the faculty, often speaking of the relationship with some emotion. One counselor:

> It's ridiculous to speak in abstract terms of career education, in a token way. What happens to the political science major who decides not to go to law school? Let us be the go-betweens for students in making their way through the maze of liberal arts faculty.

(6) Information. Much effort was put into promotional activities. The Office of Career Development periodically put out a small newsletter. Colorful career development folders were produced. One-page flyers were put out for each degree program describing its relative importance to career fields. Papers were commissioned for each degree program describing its relation to career fields, and for faculty reflections on the infusion of career awareness into the "academic mainstream." One example from the College of Commerce and Business Administration:

> What was I actually doing in my "career" focus in and out of class? I was extremely involved with groups of students and individual students discussing such issues as: (1) the best types of companies to afford rapid progress upward in the particular occupation with which my expertise afforded me inside information; (2) what kinds of job would probably be most attractive with the student's interests and background; (3) how to approach the job market, by using the Placement Office, by learning the best ways to write resumes and "sell" oneself; and (4) salary expectations and promotional opportunities (e.g. in my case, retailing or marketing management).
>
> What was I not doing in my "career focus?" The most valuable contribution to my development came as a result of the Career Clinic sponsored by the Career Development Team together with two student organizations (the collegiate chapter of the American Marketing Association and the Student Industrial Relations Society) and was quite unexpected. The clinic was widely promoted and quite adequately attended by all class levels of students. They were introduced to the major career services within the University and College.
>
> After the clinic a freshman came up to me and expressed thanks for the experience, but he said, "I was not ready for this clinic." He said in effect that he was not ready for philosophizing about careers as he did not even know why he was in the commerce school except that his father said he felt it was the best way to get a good job. He admitted he had no goals, and he said he could not relate to resume writing or placement acitivities as he did not understand where such discussions fit into his particular stage of development.
>
> At that point I realized that I reentered a state of equilibrium through his admission of career disorientation. For the first time the focal issue of career development, espoused so often in meetings, became real to me. I knew it was no longer jargon but a very real condition which had to be faced by faculty members if they were ever to serve a proper role in the career development process.

(7) "Mainstream" Activities. As stated earlier, career development teams were formed to work in all of the major academic divisions of the University. Meetings were held throughout the year in an effort to impress upon the faculty the importance of including a career perspective in their teaching. The teams served to coordinate activities within specific divisions.

In Home Economics, for example, the following activities exemplefied the responses. Teachers developed exam questions to help students be aware of the career purposes of the course. One costume instructor brought in pictures of current fashion and had students indicate the influence of past periods, as a way to help students predict fashion trends. Others obtained speakers for their classes in such areas interior design. Graduate students were brought in to discuss opportunities after graduation. Students participated in career seminars. A department retreat was held, in which some students participated.

OUTCOMES

The Career Development Program did not set out to significantly alter, in the short run, the direct student experience at the University. It set out to alter student experiences by first achieving a significant change in faculty attitudes and teaching activities.

As a result the Program did not focus on documenting or analyzing tangible outcomes for students. However, there were several instances in which students did have direct and measurable interactions with people in the Program, notably in the Women's Career SErvice, internship programs, and in the career exploration courses. Initial information was collected on student attitudes, but none on measurable skills. No follow-up was conducted of graduates. With the termination of Federal financial support after the first year, evaluation efforts have been suspended.

The suspension of evaluation also makes it difficult to measure the impacts on faculty attitudes and teaching practices, except through isolated interviews. Following are comments by several persons involved in the faculty development process. The former Director:

> I banked a lot on getting a foothold in each college. This was obviously a mistake. The traditional way of giving money to the faculty didn't work. Released time is a farce. And, faculty members were sometimes threatened for their involvement in career development activities.

A graduate student counselor:

> The faculty was resistent because they didn't understand what career development was. It was poorly communicated. There was a high pressure selling job.

it almost seemed as if the idea were being pushed on people. There was resentment from those who didn't want to participate. They wouldn't distribute notices in the classes of the availability of career development services.

A senior faculty member:

You can't legislate or program people to be interested in payoffs when our reward structure is screwed up. The faculty who can devote themselves to doing good work with students are those who've made it or who have no chance of making it. You have to publish to excell, not focus on student interest.

I'm one of the senior professors in this school. Young, aspiring faculty weren't encouraged to. In fact, I discouraged them, because I knew they weren't going to be rewarded for it.

The Progrm was evidently successful in its aim of consolidating existing services and heightening awareness of their availability. As one faculty member noted:

Very little new came out of the Program. But I know now how much help there is. If anything came out of it, it was an inventory of existing services.

In regard to Federal support for the Program, a fall 1976 Newsletter of the University's Office of Career Development reviewed: "the federal grant by which this office was funded for 1975-76 and which was first among sixty proposals at that time had been judged fourth of one hundred twenty proposals this year and was not funded." In addition, the Program Director left when the Federal grant was not renewed. There is, of course, significant disappointment over the termination. Many persons understood the Federal commitment to be a three-year one, and are bitter with feelings that they were shortchanged, that "it was money down the rat hole."

The availability of such a large amount of money, a quarter of a million dollars for one year, initially led to a period of intense activity, with confusion resulting when follow up money was not available for consolidating activities. The large amount of money, however, did provide the opportunity for trying a lot of little things to achieve a single, and highly difficult, objective.

The University administration is committed to continuing the Office without Federal support, but at a greatly reduced level. A new Coordinator of Career Development, Bob Day, has taken over on a half-time basis in addition to his duties as Assistant Professor of Behavioral Studies. He reports:

Current plans include an actualization of the comprehensive objective used to describe the program by reducing overlap and establishing reciprocity among program components, by emphasizing the career component as a human development component, by encouraging students to plan, manage and actively involve themselves in their personal development, and by approaching career infusion in a more gradual, yet equally persistent, manner.

INTERVIEWEES

ARTHUR DUNNING, former Assistant Director
RAINY COLLINS, Mayor of Tuscaloosa
DON CASELLA, former Director
RICHARD HACKENDALL, Executive Director, Tuscaloosa Chamber of Commerce
JEANNE LEE, Instructor, Career Exploration
ROBERT COMAS, Career Exploration
JUDY MOODY, former City Planning Coordinator, Tuscaloosa
LARRY CHAFIN, Placement Services, Student Intern
BECKY HEATH, Instructor, Human Development
ROBERT SMITH, Academic Recovery Center
RICHARD THIGPEN, Acting Chief Executive and Executive Vice President
ROGER SAYERS, Associate Vice President
JIM LAWRENCE, Counselor
MORRIS MAYER, Professor, Marketing
JOHN SOFIE, Counseling
JOHN ANDERSON, Communications, Graduate Student
LEEMAN JOSLIN, Professor, School of Education
JOAN COMAS, Director, Women's Career Service

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PROFESSIONAL PRACTICE PROGRAM

University of Cincinnati

The combination of theoretical and practical training was designed to give the student:

1. A foundation in the basic principles of science.
2. Ability to use these principles in practice.
3. An understanding of engineering in general, as well as of one special department.
4. A working knowledge of business forms and processes.
5. A knowledge of men as well as of matter.
6. Drill and experience in the following essentials:
   (a) Doing one's best naturally and as a matter of course.
   (b) Prompt and intelligent obedience to instructions.
   (c) Ability to command intelligently and with toleration.
   (d) Accuracy and system.
   (e) Ability to write clearly and concisely, and to present technical matter interestingly before an audience.
7. Ability to meet social requirements easily.
8. An appreciation of humanity's best achievements.

-Dean Herman Schneider
Introduced the co-operative plan
of education in 1906

ORIGINS

In the early 1900's many technical schools were receiving complaints from employers that many engineering students were not able to translate their technical knowledge into practical skills. In that period many technical schools maintained shops in which forging, lathe operation and other processes were carried on for the benefit of engineering students. But ultimately, it was impossible, expensive, and impractical for colleges to imitate industrial conditions and to keep up with technical advancements. Also, if by chance, a college shop or factory were to be successful, it would then come into direct competition with commercial organizations, raising awkward questions about the relations of the college with business and labor.

Herman Schneider, while teaching at Lehigh University, realized the gap between theory and practice and posed it as a practical question: "How could

theoretical knowledge and first-hand experience be hitched together?"

As he pondered this question walking across the university campus, 'suddenly he was startled out of his reverie by the blast of a Bessemer converter at a near-by steel plant. In that moment, an idea came to him that offered a solution to his problem. Here, a huge industry existed side by side with the university - a vast industrial laboratory with the latest, most expensive equipment made to order for this scheme of training.'

Herman Schneider continued to develop his design and proposal for co-operative training between industry and education.

In 1903 he was appointed assistant Professor of Civil Engineering in the University of Cincinnati. While addressing a meeting of the Cincinnati Society of Engineers he presented his proposal for cooperative education in "A Communication on Technical Education," a paper he had worked on for several years.

> The students will be given three hours of technical theory and cultural subjects every morning, and they will work from 1:00 to 5:00 in the works of the above companies as employees, the Structural Engineers going to the American Bridge Company, the Electrical and Mechanical Engineers to the Westinghouse and other suitable plants, and the Chemical Engineers and Metallurgists to the Steel Companies. They will be paid as much as their services are worth.
>
> The course will cover a period of five years. A student does not need three months of summer idleness. He needs a mental change, a cessation from study. During the summer he will be regularly employed eight hours a day as a Chief Engineer sees fit - in the mills, in the drawing room, on field erection, or in the sales department. He will have one or two weeks vacation as the regular employees have...
>
> The theoretical and cultural subjects will be taught eighteen hours a week for five years. The course will be broad and thorough. The student will be specializing practically every afternoon, and in the course of this afternoon work he will learn much of shop accounting, business forms, power transmission, machine construction, organization, standardization, etc. The afternoon work will be designed as nearly as possible to exemplify the theory of the morning. The student's advancement at the works will parallel his progress at the school. His course will be arranged by his Professor and his Chief Engineer in consultation.
>
> It would perhaps be wise to appoint the Chief Engineers and Managers of the co-operating works as members of the Board of Directors of the School. This would insure a thorough knowledge of the school's work on the part of its Directors. The Directors will select a President whom they will hold in strict business account for results, as a railway, a trust company or any corporation does. The President will select his professors, the professors their instructors - and ability to do his work as well or better than any other person can do it will fix the tenure of each one. The teachers, by force of environment, will be compelled to keep abreast of the best theory and practice of the day, for the students who are at the works each afternoon will go into class each

morning with a fund of live questions.

The Professors will have their afternoons free for research work. The practical work arrangement between the school and mill will aid them in selecting problems of greatest commercial value and will permit the very best conditions for their investigation. In some cases indeed the Professors will be consulting engineers for the plants. These conditions will attract the best professional ability obtainable.

It is admitted that it will entail a certain financial sacrifice and administrative inconvenience on the part of co-operating companies to have a number of men working half-time with them.

The advantages derived by the companies must be placed, however, against this one disadvantage. The students are really apprentices in the works. The works will in fact be training their own engineers. Many young men will probably take their year of preparatory engineering work in the plant and will be recommended for admission to the school by their chiefs. When the men have graduated, the officials of the plant will know them thoroughly and can select the best to remain with them. Those not so employed will go into the world practically as agents for the company with which they have been for five years, unless they go to competitors.

This later contingency, of the young engineers going to competitors of the men who have aided in training them, has been offered as an objection to the project. In reply it may be said that this same thing is occurring today and will continue, for what employer has not at a financial loss brought an apprentice to a profitable stage only to have him enter a competitors service? Further, taking the broader view, a higher degree of skill in our engineers will without doubt lead to a greater volume of business and all industries will share in the benefits, the largest ones, which will be the co-operating ones, sharing the most liberally.

The qualifications which the engineering graduate should possess will more nearly be attained. He will be just as thoroughly grounded in the fundamental principles of science as he is under present conditions, but he will have much greater facility in applying them to practical problems. He will be much more highly specialized but not at the sacrifice of fundamentals. A knowledge of the achievements in other fields of engineering will result from his constant association with the best practice in electrical, mechanical, structural, and chemical engineering as exemplified in the construction of the co-operating works in their methods of power generation and transmission, and in their processes of manufacture, his attention having been called to these details in the classroom and his observation of them having been checked by searching questions thereon. He will become familiar with business methods by constant contact with business conditions, supplemented by classroom instruction on Business Law. He will obtain knowledge of men by working intimately with all sorts and conditions of men in his gradual rise through the various departments of the co-opearting plant. The cultural part of his education will be planned to make him a person of good address and broad sympathies.

This approach to the training of engineers gained the endorsement of John M. Manley, Secretary of the Cincinnati Metal Trades Association, as well

as other local corporations who encouraged further development of the plan.

In September 1906, the first cooperative system of education began with 27 students and thirteen companies. The results of the first experimental year were so encouraging that the Board of Directors of the University of Cincinnati decided to enlarge the scope of work immediately and it continued to grow. The number of students in the non-cooperative course decreased yearly until 1920 when there were so few students in the course that it was then dropped. Hence, all undergraduate students in the Engineering College were in the cooperative program, and it remains that way today.

HISTORY AND PURPOSES

The University of Cincinnati in 1968 became the country's first municipally sponsored, state-affiliated university. Five members of the Board of Directors are appointed by the Mayor of Cincinnati and four by the Governor of Ohio. The University if presently committed to a process which is expected to results in full state university status by July 1, 1977. The founding date, 1819, represents the establishment of the Cincinnati College and the Medical College of Ohio. In 1870 the City of Cincinnati, under a state act "to enable cities of the first class to aid and promote education," established the University of Cincinnati, which later absorbed these colleges. It is the second largest municipal institution in the United States. The institution consists of seventeen component colleges and divisions that, collectively as well as separately, comprise a complex of learning, research, and public service enterprises that give it national and international renown.

In 1975 full time undergraduate enrollment included approximately 20,000 students out of a total of 38,000 full and part time graduate and undergraduate students.

The cooperative education experience is offered through the Professional Practice Program in three Colleges within the University of Cincinnati; Business Administration; Design, Architecture and Art; and Engineering. In addition, the Ohio College of Applied Science of the University, which is located in downtown Cincinnati, operates a mandatory cooperative program for students in technical programs. OCAS was the first two-year school in the country to offer co-op programs. Approximately 3,500 students are enrolled annually in the Professional Practice Program which also involves 1,200 employers located in 36 states. Over half of the students in the program are enrolled in the College of Engineering. The Professional Practice Program is required of all

majors in the Colleges of Engineering and Design, Architecture and Art, with the exception of students majoring in Art History and Art Education. The Program is optional for students in the College of Business Administration.

College of Business Administration

The undergraduate program within the College of Business Administration was established in 1906. In 1958 the graduate program, leading to a Master of Business Degree. was established. In 1966 a Ph.D. program was added. The College is accredited by the American Assembly of Collegiate Schools of Business and by the North Central Association of Colleges and Secondary Schools.

The objectives of the College are (1) to provide the student with a broad professional and cultural background and to prepare him for competence and leadership in his chosen profession; (2) to link education and industry by coordinating classroom theory with real-world experience; (3) to contribute to the advancement of knowledge in management and administration through research, writing and participation in the work of professional organizations in the field; (4) to instill within the minds of students the necessity for ethical and responsible activities.

The Professional Practice Program, instituted in 1919, is optional for students within the College of Business Administration.

College of Design, Architecture and Art

The College of Design, Architecture and Art had its origin in the Department of Architecture opened in the College of Engineering in 1922. This Department was the nucleus of the School of Applied Arts founded in 1925, which, in succeeding years, offered courses in architecture, design and art education.

In 1946 the School became the College of Applied Arts and the curricula were reorganized into cooperative and full-time division. The name of the College was changed to the College of Design, Architecture and Art in 1961.

In the expanding complexity of our culture and its institutions a college concerned with art, design, and architecture must share the goals of higher education towards (1) the discovery and identification, preservation and dissemination of knowledge; (2) the education of human beings in search of a rich and meaningful life; and (3) the encouragement of contributions to society by the individual.

The context of these goals is the development, creation, study, interpretation and integration of works designed by man with the intention of responding to as well as modifying and ordering his environment.

The focus of this context is works and studies which are technically

sound, socially responsive, and aesthetically considered.

College of Engineering

Programs of Engineering studies at the University date back to 1874 when a professorship of Civil Engineering was instituted. Engineering was organized as a department of the University in 1900 and in 1905 became the College of Engineering with a designated faculty. A merger in 1919 resulted in the establishment of the College of Engineering and Commerce which during 1920 went entirely on the cooperative system. Continued growth in all aspects of the cooperative program led to a major reorganization in 1946 which created three distinct units, the College of Engineering, the College of Business Administration, and the College of Applied Arts (now Design, Architecture and Art), each with its own facilities and faculty. In 1959 a Graduate Cooperative Program was instituted thereby extending the coopreative system to study for advanced Engineering degrees. A campus-wide calendar of academic quarters, adopted in 1963, expanded greatly the electives and options open throughout the University to Engineering students.

In addition to the general support of the over-all University objectives, the specific functions of the College of Engineering are: (1) to provide opportunity for study in those areas pertinent to the professional, cultural, and personal development of Engineering students; (2) to contribute to the advancement of knowledge in the field of Engineering and Science through basic and applied research and development; (3) to join theory and practice linking education and industry through knowledge and experience under the Cincinnati Cooperative Professional Practice Program.

> One must learn by doing the thing; for though you think you know it you have no certainty, until you try.
>
> -Sophocles

The Professional Practice Program at the University of Cincinnati is offered in twenty-six degree areas: Accounting, Aerospace Engineering, Architecture, Chemical Engineering, Economics, Civil Engineering, Electrical Engineering, Engineering Science, Fashion Design, Finance, General Management, Graphic Design, Insurance, Industrial Design, Industrial Management, Interior Design, Marketing, Mechanical Engineering, Metallurgical Engineering, Nuclear Engineering, Quantitative Analysis, Urban Planning, German, English and Romance Languages.

ACTIVITIES

This quarter in England has exposed me to systems building, a field which is non-existent in the United States. The work has been interesting and different

from any previous assignment. The exposure to systems building in relation to computers and computer-aided design has been a topic that has interested me for the past two years and this assignment has provided a practical look at the problems involved. The exposure then to computer-aided design in relation to building systems and the exposure to people, customs, and buildings of another country have increased my total exposure to an understandin of the profession, which is what I wanted.

-Eric J. Mayerson has completed two of his professional practice quarters as an architect in the Research & Development Department of the Oxford Regional Health Authority at Headington, Oxon, England

The Professional Practice Program is required throughout the undergraduate division of the College of Engineering and in the departments of Fashion Design, Graphic Design, Industrial Design, Interior Design, Architecture, and Urban Planning and Design within the College of Design, Architecture and Art. It is available in all undergraduate disciplines in Business Administration.

Students entering the Professional Practice Program are assigned to a Field Service Faculty member who works with the student to define career aspirations and goals and develop co-op opportunities which assist the student to have discipline-related practical training which increases in complexity as he/she advances in the academic program. This arrangement helps develop skills that increase the student's job opportunities following graduation.

During the freshman year, students in the College of Engineering attend classes for three quarters. The curricula consists of courses in the humanities and social sciences with a concentration in the basic sciences of chemistry, physics and mathematics.

During the first quarter of the sophomore year the class is divided into two sections; one section continuing in classroom study while the other section begins its first co-op quarter. These two sections continue to alternate quarters of school and co-oping until Fall quarter of their fifth year, when the class comes back together to complete the last three quarters of the program. In Design, Architecture and Art and Business Administration, students begin their first co-op work quarter in either the Spring of Summer Quarter of their sophomore year and complete their program in either the Fall or Winter quarter of their senior year.

During the freshman year all pre-co-op students must take Professional Development I, a course taught by the Field Service Faculty of the Professional Practice Division. The course is designed as a basis for individual career management. The course takes the career decision-making process and divides it into a three-step procedure -- self analysis, knowledge of the world of work, and methods of combining the two -- and also provides students with skills in job interviewing and resume preparation.

The self analysis third of the course includes exercises to help the student assess skills, abilities, strengths and weaknesses and incorporate this into a picture of the kind of career most likely to fit the individual. The exercises help the student identify attributes, abilities, values and desired life style so that these things are made conscious and can be incorporated into decision-making about career goals.

In engineering, one-third of the course is devoted to an introduction to the broad field of engineering, highlighting the various aspects of different kinds of careers in the engineering field. Students are introduced to the different engineering functions of research, development, design, and production so that they will see that there are many paths available to satisfy their career desires and to encourage them to figure out if they are theoretically inclined, mechanically inclined or whether they are a person who works better with people than objects. In Business Administration and Design, Architecture and Art, functions of the various disciplines and career paths are also emphasized.

The other one-third of the course centers on the practical incorporation of self assessment of values and skill strengths with the decision of what career is chosen into how exactly to go about getting a job. Students prepare resumes and learn interview techniques. They also talk about the work environment, co-worker relationships and the ethics involved in the career area.

One assignment of the course is to do a paper projecting your self into the next four years of education. What do you hope to learn, how do you plan to use the knowledge and skills and what will it mean to your life style, values, aspirations.

After each co-op work quarter, students are evaluated by the employer. The employer is mailed the "Employer Appraisal of Professional Practive Student" form to be filled out by the student's immediate supervisor. The supervisor is asked to evaluate the development, work, attitudes and skills used and acquired on the co-op assignment. The work is divided into two sections: performance record and professional development. Its primary purpose is to serve as a developmental tool for students. Employers are encouraged to discuss their appraisals with the students and to suggest ways performance might be improved or which skills should be developed. When the student returns to the campus, the assigned Field Service Professor also reviews the Employer Appraisal with the student along with the student's appraisal of the position. The purpose of this process is to help the student place his total work experience in a proper perspective and to encourage continued career planning. It also helps the Field Service Faculty member to audit student development and to

gain important knowledge about the viability of various training options offered by employers.

This process continues throughout the student's participation in the program. All participating students must attend the University for five years, instead of the usual four, and must complete a minimum of four successful work quarters in order to be eligible for a degree.

At the end of the student's participation, a second career planning course titled "Professional Development II," is offered to cooperative students. This course helps the students to synthesize the various aspects of their academic and work experiences and to develop an action plan for locating appropriate post-graduate career opportunities. Job compaigning tools and techniques are emphasized in this course. All engineering students are required to complete Professional Development II, it is optional in the other colleges.

The Field Service Faculty member is also the career counselor for the student. As faculty, they orient the student to the cooperative system at UC and assist the student in carrying out the self inventory, exploring career options, in planning the appropriate educational program. As counselors they work with the student to help narrow career areas and choose a co-op position which will facilitate the integration of education and work.

The Field Service Faculty are also responsible for recruiting of employers into the co-op program. Six of the original employers in the cooperative system of 1906 are still involved in the program in the College of Engineering.

OUTCOMES

> It's a very practical course; a practical introduction into the business world. The basics of what you really have to do to get a job.
>
> -Student

> The goal is to find students a co-op opportunity that is related to school progress and to career objectives.
>
> -Faculty member

> I think we are turning out self-actualized individuals. When juniors have finished their co-oping you can see the change in their face and in their conversation. They know what they can do because they have done it. It makes the job interview a two-way street--the firm must accomodate the student's needs too.
>
> -Faculty member

> I got a lot of good experience during one co-op assignment when the union went on strike. I lived in the plan for two months with the foreman helping to keep production going.
>
> -Student

We generally find co-op students more mature, more realistic and of higher caliber than students out of the traditional program.

-Employer

I was interested in art but I wanted something more than commercial art. I wanted a useable career. Co-oping is the most important part of the program. With 1-1/2 years of work experience I have an edge over four year art students. After I finish here I would like to get into a graduate program in media and incorporate media and graphics.

-Student

The employer about breaks even on the teaching costs and value received but is ahead if students later join the organization.

-Employer

The presence of students encourages further study on the part of our employees and helps them realize that, in order to advance, they must know their own work and acquire knowledge for the jobs ahead.

-Employer

The cooperative system of education is mutually beneficial to all participants. The students have eighteen months of work experience in their chosen career and many are hired upon graduation by the co-op employer. The money earned through the co-op employment also greatly helps the student pay for his education. The Professional Practice Division surveys student salaries both paid during co-op employment and salary offers to graduating students.

The employer gets a long look at the student and can choose to hire those that best fill the manpower needs of the company. The company can plan for its manpower needs in advance and there is less time and risk involved in recruitment.

Through the cooperative program a loop is developed between the university and industry.

Interviewees

Sam Sovilla, Director, Professional Practice Division
Brian Enos, Director, Career Planning & Placement
Richard Englemann, Professor of Electrical Engineering
William Bunce, Associate Professor, Professional Practice Division
William Wilson, Associate Professor, Professional Practice Division
Joan Whelan, Student, Graphic Design
John Pickens, Former student, Project Engineer, Republic Steel Research Lab
John Bauer, Coordinator of Personnel Resources, Armco Steel Corporation

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WARREN WILSON COLLEGE

Swannanoa, North Carolina

We end up using a lofty kind of rhetoric which I'm embarrassed about. Even though work and study are separated in most minds, they are very close in ours; inseparable. We use "economy" as a metaphor for the operation, but it doesn't quite capture what the student would learn. We haven't integrated them in an academic aspect, but we have come closer in integrating the experience in a community building sense.

We're seeking to move to a task based curriculum, with a range from intellectual tasks to manual, those necessary to keep the community functioning; community meaning the college. It is a learning community. A big word for us.

I feel a certain sense of frustration in trying to describe this place. Very few schools have 100 percent work participation. I'm hoping the direction we move in will make it more relevant to career education, in the best sense of the term. We'd like, through the liberal arts, to find the best use of resources and a spirit of community.

Students come here for its smallness, for its work program. They certainly don't come to learn a trade or a career.

ORIGINS

Warren Wilson College was started as an elementary and secondary school in 1894 by a missionary of the Presbyterian Church, to serve the poor white Appalachian population. Then called the Ashville Farm School for Boys, the students worked and operated the farm in exchange for their education. In 1942 the farm school was merged with another local school and a junior college program was incorporated into the curriculum, including vocational and liberal arts programs. During the 1950's the high school program was dropped. In 1965, Warren Wilson College became a four year liberal arts college discontinuing its vocational education programs.

Through these changes, the Work Program remained, with all students working on the farm and maintaining the college community in return for room and board and some tuition. During the 1930's, Dr. Henry Jensen, having an interest in

work and academics, came to Warren Wilson and began a reorganization of the work program. Utilizing the philosophy of rotating the workers and scholars from the factory and fields to the university, Jensen designed the work program where students and faculty members work together to run the farm and maintain the college facilities.

The Warren Wilson Farm has 100 acres under cultivation, 200 acres in improved pasture, and 500 acres of timber land. There are 100 brood cows and 50 sows. The work program began out of necessity to operate the farm. The work program has always been assumed to hold value for the student's education. Additionally, work performed by the students was also a source of financial assistance for those students who would not otherwise be able to attend college.

The Ashville community was isolated from the college, thinking of it as the "Old Ashville Farm School" until Ben Holden became President in 1971 and encouraged the Ashville residents to use the campus facilities and get acquainted with the college. Community residents came to the college and were impressed with the facilities the students had built and maintained.

The student body of Warren Wilson numbers over 450 students. Over 35 percent of the students come from the Appalachian Region, 20 percent from 25 - 30 overseas countries and the remainder from all regions of the United States.

PURPOSES

As stated in the college catalogue:

> The principle purpose of the Warren Wilson College is to provide the graduate with sufficiently wide experience in the fields of knowledge and appreciation of mankind's heritage and potential so that he may continue to grow and learn all his life, while at the same time recognizing that the graduate expects to be sufficiently prepared in some useful endeavor to be gainfully employed.
>
> Insofar as possible, the college experience at its best is a residential experience in which the individual in encouraged to explore and develop his own genius while also learning to live in and contribute to the well-being of a cosmopolitan community whose heritage and continuing witness is Christian.
>
> More specifically, the College's purpose is to involve the student in:
>
> The development of his own religious life while expanding his understanding of religious traditions and experience beyond his own.
>
> The study in depth of at least one academic discipline.
>
> The generating of a lively concern for the dilemma of man in his total

environment.

The organizational skills, techniques and satisfactions to be gained through a cooperative work program.

Such social and recreational experiences as may enhance his social, mental and physical health for current and later needs.

These purposes are attained through the proper use of the community resources; intellectual, physical, spiritual, in the operation of the college and the education of its students. In the beginning, the work program was necessary for the support of the College, but the program continued even after the necessity diminished, and continued to be a valued integrated component of the Warren Wilson experience, providing students with a sense of building and maintaining their own community. The chief aim of the program is to provide a liberal education for all participants by discovery, learning and applying those arts that use resources economically for the benefit of the community.

ACTIVITIES

Everyone participates here, the faculty are on work crews and supervise the work crews. Dean Scoville works on the farm almost every Christmas driving a tractor.

In addition to their classes, all resident students work 15 hours a week at the rate of $2.00 an hour which is applied to their room and board. The school hires no blue-collar workers and except for professors and administrators, few of the white-collar variety.

Students tend livestock and operate a slaughterhouse to provide beef and pork for the college dining hall. They cook and serve the food. They run the laundry, operate the heating plant, make electrical and plumbing repairs and manage an auto shop.

They work as secretaries, receptionists and photographers. They write news releases, run a snack bar and keep the grounds. They work as nurses' aids or as technicians in chemistry, biology and physics labs. A third of the buildings on the campus were built by the students. The entire college community is operated by the students and faculty members.

All students are also required to plan and complete a service project before the start of their senior year. Some recent projects have included working with children in an orthopedic hospital, tutoring high school students, counseling in a church camp, teaching in a church school class, organizing a small town library and preparing a scale model of the buildings on campus.

OUTCOMES

Students here develop alternative careers, or avocations. Some graduates have worked as piano tuners, plumbers, carpenters and furniture makers. One student majored in education but got a job as a librarian on the strength of 4 years experience as librarian at Warren Wilson.

The outcomes for the students are not specifically defined outside of the conviction that there is inherent value in work and education. Students develop a variety of skills, many of which provide for alternative careers. Students also develop a sense of themselves and confidence in their ability to change and cope with their changing environment. Along with this confidence comes a sense of satisfaction with work and an appreciation of the role it plays in their lives.

INTERVIEWEES

Sam Scoville, Dean
Denis Tippo, Director, Work Program
Joan Beebe, Assistant Dean, Social Science
Jane Caris, Director of Counseling

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COLLEGE FOR HUMAN SERVICES

New York, New York

The institutions we are struggling with...these institutions are inventions. What we have to do is reinvent institutions. What we need is an exercise in social imagination. We need to begin to conceive of systems and institutions that simply don't exist by putting together new combinations of old pieces or inventing new pieces.... What alternative institutional models are there? If there are not many, we have to get into the design business and creatively invent new institutions or arrangements that may seem crazy to most people who have worked in the old system.

-Alvin Toffler,
at a CHS-sponsored conference

Out of respect for the dignity of the individual, there must be a new profession which makes effective performance in the service of the individual the measure of professional competence.... We cannot doubt that the human service society will become a reality. A massive change in the use of human power is coming in this century, and we must prepare for it now. It will be a change as great as that which took individual workers out of their ground floor shops and into the assembly lines. The industrial age swept a whole society away in its path. The human services society will mean an equally sweeping change, but the motive force will be a concern for the quality in individual human life.

-CHS proposal to accredit Master
of Human Service program

The issue of working with human beings cannot tolerate less than a competent and humane person.

-Kalu Kalu,
CHS coordinator/teacher

400 years ago we had unity. We had animosity too. We let society divide us. Now you write your autobiography in two pages. You live 30 years and tell me nothing's happening in your life? Man, that's pathetic. Something is wrong here.

-Student in CHS class

ORIGINS

The promethean, heraldic rhetoric of the College of Human Services is justified by both the mission of the college and its accomplishments. CHS has

defined a new profession - the human services. This profession comprises those jobs providing direct service to people in all areas of social services: health, education, consumer affairs, social welfare, counseling, legal service, housing, recreation, day care. The college seeks to educate and train a new class of professional to fill these front-line delivery positions. By so doing CHS has consciously set out to transform the delivery of human services nationwide, to turn a profession away from academic meritocracy and toward performance-based assessment of practitioners. It is, as one administrator put it, "the most outfront political college for social justice in the country." Remarkabley, CHS sustains such hyperbole through the curricular and teaching achievements of its staff, the demonstrated growth and placement of its students and its nascent leadership in forging a new credentialed profession. The college offers a two calendar year program equivalent to 5 academic years of study, and is presently negotiating with the State of New York to award a combined BHS/MHS degree.

CHS students are as remarkable as the college's mission. The students are 90 percent black and hispanic, 70 percent women. Median age is about 30, with a range between 21 and 61. Students all fall at or below low-income standards established by the U.S. Department of Labor. 80% of the 1975 students have at some time been on welfare; 75 percent are their family's primary wage earner. Nearly half of them have neither a high school diploma or its equivalent They attend classes two days a week from nine to five and work three days a week at a placement in a human service agency, a total of at least 35 hours per week in actual study.

CHS is the product of a coherent evolution in the idea of professional opportunity for women and humane human service. In 1959 Audrey Cohen, president and founder of the college, established part-time Research Associates, which conducted special research projects for business, education and government. A noteworthy feature of the organization was that it employed well educated women. This policy resulted from a belief that there were insufficient opportunities for women with career background to extend their lives beyond the home. In 1964, Cohen expanded on this theme and began to develop the Women's Talent Corps. Providing opportunities only for educated women had left too many women unserved, particularly those low income and minority women who had always been discriminated against, ultimately facing either the most menial opportunities for dead-end labor, or the welfare roles. Cohen contacted a number of community associations and agencies throughout New York City to measure their receptivity to development

of new needed human service positions in their communities and to a job training program to prepare low income women to fill these positions. Meetings were held with community people to gain support for such a certification program tied to job creation. Agency directors who expressed an interest in hiring students of such a human service-based certification program were asked to submit their interest in writing. Cohen forged a constituency of concerned individuals and groups from community organizations, prospective students, social agency representatives, educators, political figures and others, and meanwhile designed a program which sought to train women for pre-professional or paraprofession careers in the social services. After two and one half years of such groundwork, the Women's Talent Corps became a reality. It started operating in 1966 with an initial group of 39 students and was funded as the first demonstration grant for a total "new careers" program by the Office of Economic Opportunity.

Women's Talent Corps enjoyed substantial success. It was the direct forebear of CHS. The program is credited by many with creating a large number of new paraprofessional jobs, most notably that of teacher assistant. The New York City Board of Education now recognizes "educational assistant" as a job category and currently employs 16,000 teacher and guidance assistants in the public schools. Other new careers were created: social work assistant, legal services assistant, community health assistant, lay and occupational therapy assistant and others. The quality of the students was "fantastic," the response of the agencies was "amazing." WTC's attractiveness for prospective students and its potential to significantly alter the delivery of social services by training and certifying larger numbers of social service workers outstripped its own capacity. Visions of "new career ladders" filled the minds of WTC staff. One faculty member with training in economics described a widening consciousness:

> My social and professional interest has been in the area of economic development of nations, regions or communities. While I was researching for my thesis on 'the Political Economy of Nigerian Development," I heard of a job training program called Women's Talent Corps. Its mission of helping low income adults to develop skills and obtain employment is consistent with my interest in economic development. I found the challenge very attractive. It was not long before students' and agencies' experiences demonstrated the need for more education and college credentials as answers to problems of career advancement.

In 1969 the Women's Talent Corps expanded to a two year program and men were admitted for the first time. The decision to admit men engendered no opposition within the college. It represented a notable move in an evolution from a consciously

women-oriented program to a broader constituency, all sharing the same victimized relationship to social service and the same exclusion from professional opportunity. In 1970 the college sought and obtained an official charger from the New York State Board of Regents to offer an associate of arts degree and became the College for Human Services.

CHS began to plan consciously for educating a new professional class which would be based on competent performance:

> At community colleges people take courses to become paraprofessionals, teacher assistants for example. These community colleges developed a set of courses, but they failed to develop a continuum where people could be evaluated, placed and advanced based on their performance.

Advancement for CHS graduates had proved to be a stumbling block. Visions of entering new career ladders dissipated before their eyes as they found themselves unable to advance without an additional degree, and unable to be paid their worth. The staff of CHS perceived the limited value of the AA degree:

> Certainly the idea of professional assistants had been readily adopted by the system. THere are 16,000 teacher and guidance assistants in New York City today. Legal assistants have spread everywhere. But the idea spread in a hierarchical way. Students came back to us and said, "Yes, I'm working, but I'm not getting paid what I deserve because I don't have a degree." The system says you don't get the money without the degree. There's a dichotomy established between performance and reward. We have to rethink professional education.
>
> Our AA grads were not getting the jobs warranted by their training. They were forced to go back to school, when often they had more experience than their teachers. We never found a correlation between the traditional liberal arts and human services. We therefore discontinued the AA program. We were feeding the system.
>
> When a continuum based on performance didn't come into being, we lost a lot. We had no way of insuring implementation of our model. Our interdisciplinary core curriculum was basically a teaching model, but that was shunned also. Our curriculum was not adapted by other schools. Giving more courses and credits to our students made no sense but social services required BA's of students. We didn't accurately perceive the resistance of the system. We were to idealistic.

CHS did achieve a large measure of success with its AA program. 80 percent of the first year enrollees completed the first 36 week academic program. Of those, 92 percent were placed in permanent employment upon completion of the first year. They had an option to seek certain released tim. from their employers and return to the college for a second year of training. Most of them did. The students were not calling for a change in the CHS program. However, the administration felt a distinct injustice was being done to the students. The success

they experienced with the AA program was viewed as a compromise. The college decided to develop an entirely new curriculum, a career continuum that would blend theory and practice and, more boldly, planned to offer a Master's degree. At this point, according to one administrator, "tensions over such a dramatic change caused a separation of 80% of the faculty," feeling it was a mistake to abandon the accredited AA program for an uncertain Master's offering. In 1972 CHS was awarded an OEO grant to develop a competency-based professional development model. This led to the unique curriculum now in use at the college which it is expected will lead to a combined BHS/MHS degree. Where originally the creation of a paraprofessional class of workers was seen as a remarkable advance in professional opportunity for low income minority citizens, now college staff view it as an injustice to their students, preventing them from obtaining good jobs and achieving full professional status and rewards.

CHS is currently seeking approval for its MHS program from the Board of Regents. In June, 1973, the college first petitioned for such accreditation. New York State has conducted one visit to the college and negotiations are continuing. Since CHS students often have no previous college education, the State Education Department is reluctant (even though in terms of academic hours, the program is equivalent to 5 years of traditional study). Instead the Department is asking the college to develop a combined BHS/MHS two-year degree. The Education Department is clearly unwilling to establish a precedent by authorizing a masters degree which would destroy the need for a four year bachelors degree. CHS is attempting to design a joint offering with distinct levels of performance for the two degrees. It is the major obstacle the college currently faces, for without an accredited MHS degree, graduates will be thwarted in seeking professional positions. CHS administrators face the issue with unflinching optimism; faculty are more circumspect; some students are undecided about the importance of the degree, and some are unclear about the status of the CHS petition.

PURPOSES

The highly articulated larger social goals - and they are nothing less than that - of the College for Human Services extend its institutional purposes beyond clear and structured purposes for its students. This clarity of social mission, combined with a rigorous pursuit of specified competencies enlarged by humanistic dimensions, provides two distinct sets of purposes: 1) training the new human service professional and 2) changing the human service profession.

Training and Educating New Human Service Professionals

There are three elements to this overall goal for the college. 1) Human service professionals shall be trained, educated and assessed on the basis of their performance. 2) Such assessment shall be client-centered, with special emphasis on providing service to citizens which leads to their eventual independence from the human service professional. The citizen shall be empowered to act on his or her own behalf through the relationship with the professional. 3) Human service professionals shall be generalists, able to identify and use wide-ranging resources and services to meet client need.

CHS seeks to train and educate its students through mastery of eight professional competencies. Mastery of these competencies must be demonstrated through performance, in actual service to clients. Beginning with admissions interviews, students are clearly told they will be assessed on their performance, and every experience they have at SCH reinforces that principle. Consistent with this ethic, the performance of CHS staff is regularly evaluated by the students. The clients with whom students work at their agency placement evaluate the performance of the student-practitioner, as does the CHS coordinator-teacher and the field agency supervisor. After two years of intensive training in this ethic, CHS students develop expectations of specific levels of performance against which they are prepared to measure their won professional competence.

The second element of the CHS program represents a significant departure from most social service activity. The college is committed to fostering client-centered service. Not only is the client, or the citizen in the CHS lexicon, expected to evaluate the performance of the practitioner, but there is an attempt to have the client understand the process of human service, "to have the option of becoming a co-provider of services." This conscious goal of the curriculum and training at CHS seeks to remedy the unequal, often dehumanizing relationships seen between professional and client:

> The professional in the human services "professes" from a role position of honor, stability, and tradition. The citizen, oftentimes called client, patient or student, is in the degrading, passive and unknowledgeable position which has been created to sharpen the boundary between those who are authorized to help the recipient.

As CHS students learn to expect and demand assessment through performance, they also learn to foster relationships with their clients which respect an individual's dignity, regardless of differences in experience, values or culture.

The third characteristic of the new professional CHS seeks to train is a practical eclecticism which can respond to a wide-ranging variety of client needs and problems. This notion runs counter to the current proliferation of

specialists seen within the social services. There is an emphasis in the curriculum on developing a blend of theory and practice which becomes "generic" to all fields of human service:

> You may not solve the problem by simply being a Freudian, or a Rogerian. You may want to be more eclectic. What started out as a confusion can be more a learning experience for the students. It's a question of what works. How does a student sort out differences in what they hear from their supervisor, their client and their teacher?

CHS students become familiar with the practical realities found in an array of service settings, and also develop flexibility in applying human service theory to real life situations.

Changing the Human Service Profession

Apart from the care which CHS devotes to achieving its educational objectives with its students, it has entered upon a distinctly political, or social change mission. CHS consciously seeks to change the delivery of human services throughout the country. Based upon the objectives it has established for its students - performance-based, client-centered generic human service for people - CHS strives to disseminate its model of human service delivery to the profession. This is to be accomplished in several ways:

1. Change the assessment and reward structure of the social service professions.
2. Change the character of human service delivery by placing ever increasing numbers of CHS students in human service jobs.
3. Create general acceptance of the new profession, the human services.

The mere existence of the College for Human Services represents a threat to the established professions of social service, because its method and objectives differ greatly from those of the established profession. Nevertheless, CHS seeks to intensify the pressure to change what is insistently called the human service profession. Foremost among these pressures is the college's effort to change the reward structure of the profession, moving it away from an academic meritocracy toward performance based assessment and reward:

> We are seeking to change the entire reward structure of the human service agencies. I have to prove--through my performance--that I can merge theory and practice in the delivery of human service. How do you make that change while you're achieving the competence at the same time? The field supervisors are aware in many cases that the student is doing something special. This is a very different approach from the one that now prevails.
>
> This is an alternative to Civil Service and it relates work to education. The new tests will be tests on ability to perform, and they will focus

on what happens to the citizen served.

The contract human service agencies have with CHS through the agency supervisor-student relationship is seen as the primary vehicle for effecting this change within New York City:

> During the negotiations with agencies, they came to learn of our commitment, and that is put into the letter of agreement. The way we assess our students has been adopted by some agencies. They recognize the rise in productivity they experience by stressing performance in assessing their staff. They see the relationship with CHS as having a direct impact on the way they run their agency. This becomes especially important given the New York fiscal crisis.

CHS envisions a time when human service agencies are predominantly staffed by its graduates or graduates of programs with similar methods and goals. More than two hundred CHS graduates have already been placed. In fact, one faculty member notes that newly graduated professionals are finding themselves hired by previous CHS students who have risen to supervisory positions within agencies.

The college is also involved in widespread activity designed to heighten acceptance of its approach to education for human service professional. It has created a Task Force on the Human Service Profession made up of interested individuals willing to foster CHS concepts of performance-based assessment and client-centered service. It has consulted with other institutions interested in adopting the CHS model. Eagleview Hospital, in cooperation with Lincoln University in Pennsylvania, has finished a planning year to establish a hospital-based training program for health care professional based on the CHS approach. The Case Western Reserve University continuing education program has adopted the CHS model for its Health Sciences Educators curriculum. In these cases, CHS asks the institutions to accept an moral obligation to adopt all the essential elements of the model. The college is also starting branches in the Bay Area of California, and in Florida, where it is working on the reorganization of human services in the state as mandated by the Florida legislature. Meetings are also convened by the college to debate implications of and next steps for the emerging human service profession. In short, CHS is involved in extensive public relations and national dialogue activities to further its impact on the helping profession.

Changing Postsecondary Education

A tertiary objective emerges from the educational professional purposes of the college. CHS is additionally involved in changing postsecondary education, particularly as it involves training human service professionals.

Audrey Cohen cites four conflicts, noted by Nathan Glazer, between the human service profession and postsecondary education:

-- Those who teach the potential practitioners are frequently scholars or researchers, rarely practitioners.

-- In the helping professions being discussed, the principal profession of teacher, social worker, etc. is inferior in status and reputation to its ancillary subprofessions.

-- By and large, degrees in the traditional disciplines (economics, political science, history) outrank the professional degrees of education and social work.

-- The content of accepted professional knowledge and training undergoes rapid and upsetting change.

Cohen couples this analysis with the use of advances in knowledge to create a vision of change in higher education:

> All the new knowledge and the humming of desire should be harnessed to help the individual gain increasing control over him/herself and his/her work. Scientific advances not only can put control into the hands of the individual, they are the new tools for social justice. The major questions are how we can organize higher education to help people utilize this and other knowledge, focus it on solving problems, work to pull together the currently fragmented systems of education and service delivery, and help the individual, both as practitioner and citizen, to become part of the solution.

By its challenge to the traditional four-year-plus-one-year lockstep to a masters degree, CHS provides a model of how such reorganization can occur in postsecondary education.

A Summary of Purposes

The college brochure summarizes this interlocking array of individual and institutional purposes:

-- By recognizing motivation as the essential quality for successful performance, the college opens the professions to low income adults whose talent would otherwise be permanently lost to society.

-- By creating reliable tools for measuring humane and effective performance, the college can influence the quality of service and give the consumer a way to evaluate it.

-- By telescoping undergraduate and graduate preparation for the Master's degree from six years into two, the college has shown a way of stretching the education dollar, or put another way, of improving the productivity of higher education.

-- By constructing a throughly integrated work-study program, the college helps the field agency to become a partner in the education of human service professionals much as hospitals are teaching institutions for doctors; it helps teachers to become the organizers and coordinators of learning experiences rather than arbiters and dispensers of knowledge.

ACTIVITIES

The way in which students share their time with the college and their placement--two days in class, three days in the agency--quickly establishes the balance necessary for the "blend of theory and practice" advocated by CHS. The curriculum provides the structure for achieving this blend in unique fashion:

> The objectives have been carefully defined and are based upon empirical studies of the desired competencies. The method of organizing the curriculum is unique. Rather than building on a structure of disciplines and fields of knowledge, such as history, psychology, etc, the curriculum is based on competencies and dimensions of competencies so that it represents a matrix in which each actual role and function of the profession is approached several times from different perspectives. This does not mean that intellectual content is neglected. Intellectual content is basic in the curriculum, but it is learned in contexts more relevant to the goals and interests of the students than traditionally organized courses would be.

A description of the process through which this curriculum was developed is useful in understanding its centrality to the purposes of CHS. A faculty member describes this process:

> It's often difficult to know the origin of things here, because we do them collectively. We started by brainstorming, once it became clear it was not enough to offer one year of job training. Our discussions focused our interest in not competing with the traditional college age group. Our students have great potential for personal development and do not need to go through a four year traditional program. We decided the curriculum should be focused on the job, on the purpose for being here, plus our commitment to giving direct service to people.
>
> We're talking about educating the total person, for the total job, not just teaching subjects, whether social group theory or home management.
>
> We organized our own staff around performance based criteria. We asked what makes a professional competent. We listed fifteen competencies by going around the room, and taking examples from people's own experiences. We weren't satisfied. We wanted further validation. We asked the Educational Testing Service in Princeton to work with us to develop assessment which was performance based. But they were too traditional for us.
>
> We then held a workshop with sixty or seventy human service professionals whom we felt were successful. We worked with such consultants as Wilbur McKeachie, Helen Astin and David McClelland, a Harvard social psychologist who was especially interested in assessment of competence. We can up first with twelve competencies which over a period of months, after intensive staff discussion were reduced to eight.

Thus, the competencies were grouped into a set of organizing principles. These principles, or skill areas, are viewed as essential for the competent practitioner, for the front line worker. They are:

1. Assume responsibility for lifelong learning
2. Develop professional relationships with citizens and coworkers
3. Work with others in groups
4. Function as a teacher
5. Function as a counselor
6. Function as a community liaison
7. Function as a supervisor
8. Act as a change agent

The areas are called "competency crystals." The name was first used in 1973 by Audrey Cohen in an essay she wrote outlining education for the year 2000. In it she describes the "crystals" students would enter to receive their learning for competence and effectiveness. The name stuck. The areas describe what one need to know and do to become a competent professional. Five dimensions, or areas where a professional should be assessed within each competency, are applied to each crystal.

1. Purpose--Is the student describing appropriate and realistic purposes and demonstrating reasonable success in achieving them?
2. Values--Is the student demonstrating an understanding of his or her own values and how they affect the student's relations with clients? Is the student able to accurately perceive the values of others, particularly where these may differ from his or her own?
3. Self and Others--Is the student demonstrating a clear consistent understanding of himself of herself and others in relation to purpose?
4. Systems--Is the student demonstrating an understanding of systems in realtion to purpose?
5. Skills--Is the student demonstrating an ability to make use of necessary and appropriate skills in the achievement of purpose?

When combined, the assessment dimensions and the competency crystals form a matrix of interlocking skills and their dimensions (see figure). Students do not take traditional "courses" at CHS. Rather they enter a competency crystal for ten to twelve weeks, where they examine the competency under study from the perspective of the five dimensions. CHS students accomplish more academic work, at a faster pace, than students at traditional institutions. Using standard formulas for awarding credit, they earn 153 credits in two years, approximately twenty credits per crystal.

Though the curriculum represents a precise configuration of what is expected of a competent professional, CHS faculty exercise freedom in interpreting the curriculum for their own use. The academic disciplines are represented through faculty selected readings, rather than by course structure. Faculty sample widely from diverse literatures, and much theoretical work is

presented in the classroom: Rogers, Piaget, Skinner, Freire, Illich, Brunner, Erikson. Students will also study legal and bureaucratic issues, represented by such sources as Plessy vs Ferguson, Brown vs Board of Education or the New York City budget. As faculty adapt the curriculum to their personal style and emphasis, the curriculum undergoes refinement. There are often different approaches to teaching the competency crystals:

> For example, in the second competency--developing professional relationships--the faculty that taught it last year felt strongly that the only relationship you could develop with your co-workers that would mean anything was one which improved your relationship with the citizen seeking service. This year the faculty is focusing on the professional relationship, having the student feel empowered in those relations first, before moving on to work with citizens.

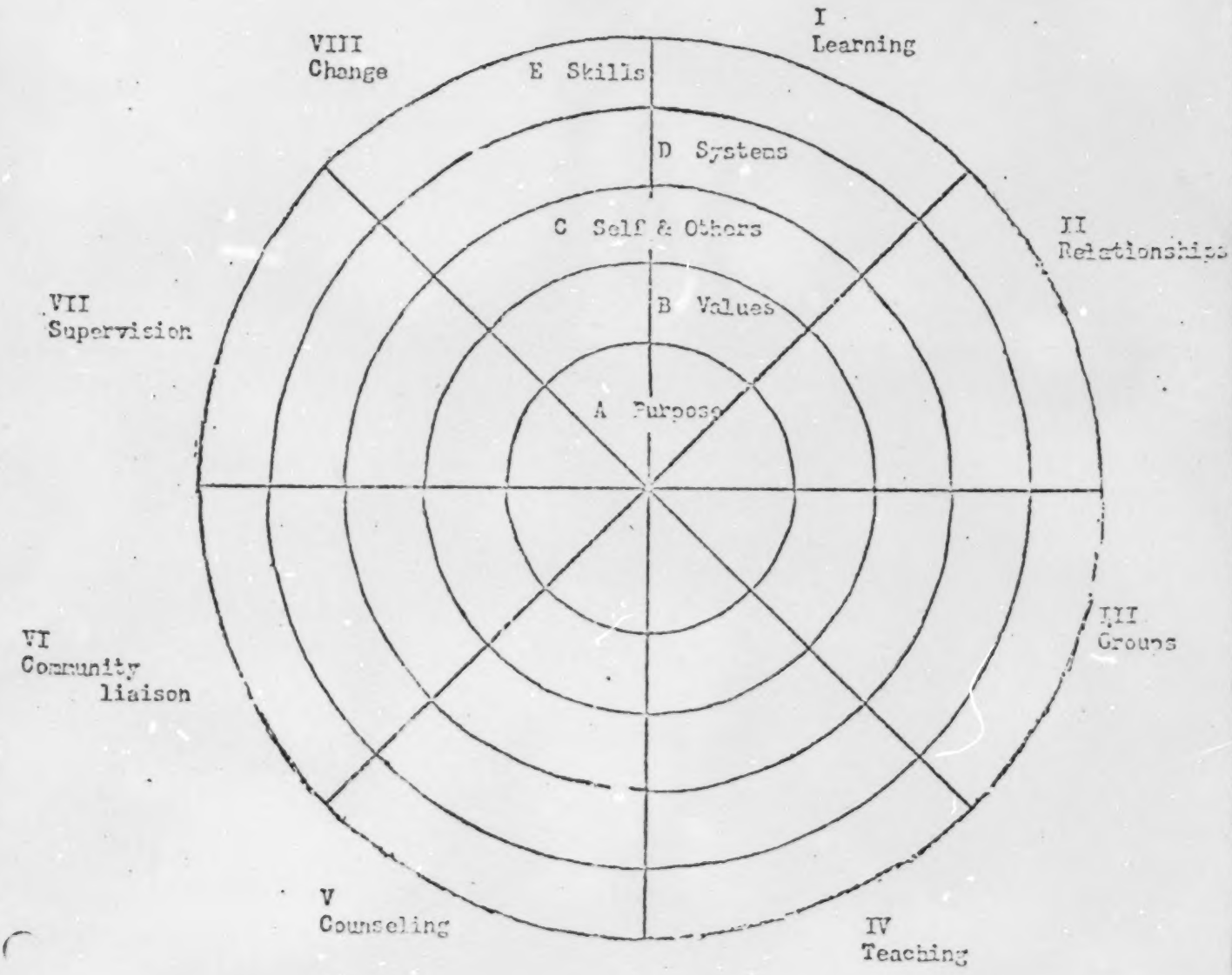
Classes at CHS are marked with an excitement and eagerness uncommon at most colleges. Students are aggressive and perceptive. They will challenge the purposes of visitors sitting in on their classes, then ask for their impressions and opinions on what occurred. Faculty--the coordinator-teachers--are challenged as well, and negotiate a difficult path through teacher, guide, facilitator, evaluator and human service professional. Site visit teams with considerable experience in postsecondary programs and policy have lauded the faculty with extravagant praise.

Shortly after entering CHS, student are placed in an agency job. More than 70 agencies have served as field training sites for CHS students, Working at their placement three days a week under the close supervision of a field supervisor, the students are continually confronted with a work environment where they must apply their classroom learning. This sometimes creates problems, for while CHS operates with a clearly delineated structure of competencies and performance, social agencies often do not. Students, who struggle with both the rhetoric and the content of the CHS program sometimes experience a conflict with the field agency.

> The problem is not the value of everyone buying into the common language, but the common definition. Students who've decided they are excited about the language use it in the world. Then they get looked at like they're crazy, or they get jumped on. It sometimes takes a year to get the concepts and the rhetoric down.

Given the college's eclectic approach to both learning and practice, it is likely that such conflicts ultimately prove to be valuable experiences for the student. Supervisors may work with one to three students. They attend regular sessions at the college with faculty where the two groups talk about purposes of the program and problems they may be encountering. The coordinator-teachers visit their students biweekly at the agency.

Figure I


I
Learning
II
Relationships
III
Groups
IV
Teaching
V
Counseling
VI
Community
liaison
VII
Supervision
VIII
Change
E Skills
D Systems
C Self & Others
B Values
A Purpose

Audrey Cohen wanted the new model of professional education to truly blend theory and practice and she struggled conceptually with a design for bringing the real world of service close to the classroom. The result was her creation of the constructive action. As part of both the education and assessment process, students are required to plan and complete a series of projects. These projects, called constructive actions, are major examples of service delivery intended to show that the student had successfully integrated classroom learning and field experience, that he or she has demonstrated professional competence in the areas outlined by the college and that he or she has improved the life of the citizens being served. Completion of a constructive action typically culminates a student's work in a particular competency crystal. The constructive action is evaluated by both the student's field supervisor and coordinator-teacher. Often a student's work will be assessed by his or her clients as well.

When CHS was visited by a New York State accreditation team for its MHS program, the team's objection in granting status for the degree was the lack of undergraduate preparation of the students. As a result, the state has asked the college to clarify the distinction between earning a master's degree and a bachelor's degree at CHS. The college has responded by offering a combined degree, the BHS/MHS. It establishes a distinction between the two levels based upon a student's performance in the successful completion of the required constructive actions. To demonstrate that they have earned an MHS, students must now complete three constructive actions following performance standards and criteria that go beyond those required by the basic curriculum. They must:

1. demonstrate that their work has led to the deep "empowerment of the citizen"; (judged by a panel)
2. develop from one's work with individual clients, service theories that have been applied on a broader scale to benefit many citizen-clients in the particular agency where one is working. In other words, the student must show that his/her theories have been accepted and applied in his/her agency and have changed the nature of service in that setting;
3. begin or cause to begin an entirely new service either within one's agency or outside of the agency in the larger community. Starting a day care service, for example, might fall under such a category.

A word should be said here about the admissions process at CHS. The students of the college are a remarkable lot, due in part to their backgrounds and experience, and in part to the selection process. People seem to hear of CHS by word of mouth; it rarely advertizes. When they express an interest in the college, they are mailed a brochure and an application, with instructions

for filing the application. Care is taken to explain the admissions procedure and the purpose for its rules. Because the benefits of attending CHS are great--a potential master's or bachelor's degree, a job placement, a $5,200 stipend--there is a high demand for the available places. The admissions director reports a ratio of twenty applicants for every opening. Applicants are expected to demonstrate an ability to read and write at a college level, and they are expected to return completed applications on time. Latecomers are either refused or asked to explain why they missed the deadline. Based on a reading of the applications, a number of prospective students are called in for interviews. These are conducted in group settings, with about twenty candidates interviewed by three or four staff members in a single session. At these sessions, staff fill out evaluation reports on each candidate while one faculty member leads a discussion about the CHS program and asks questions of the applicants. These are remarkable sessions, with some people talking about their experiences as an addict, or an alcoholic, or about time in prison. Reflected here must be the motivation, ambition and ability that comes across so clearly in the CHS classroom. Applicants are also asked to submit samples of their writing, answer questions about their reason for wanting to be a human service professional, engage in problem solving and discuss an assigned reading. The students selected on the basis of this arduous process are indeed prepared for the demanding program. This is reflected in quite low attrition rates and high completion rates; only 9 percent of first year enrollees are dismissed by the college.

OUTCOMES

Of its 1974 class, 81 percent were unemployed at the time of their enrollment, and 84 percent reported family incomes below $5,560. Of those who graduated two years later from that class, about 90 percent were permantly employed. They earned salaries ranging from a low of $6,480 (social work) to a high of $8,000 (health). These are impressive statistics. They bespeak a program capable of delivering tangible benefits--a desired job and substantially increased earnings--for its students. This achievement is more impressive because most of the jobs for which CHS graduates are hired have been created by the college. According to one visitation report, the students reveal "intellectual curiosity, motivation and conceptual clarity" in their classroom behavior. The students are:

> not only competent in performance but also competent cognitively. They are clearly persons with high aspirations. They work hard, for most have family responsibilities in addition to heavy reading and writing assignments, and the program requires them to spend five full days in classes and work settings. Their ability to cope with these demands is in itself a characteristic likely to prove valuable as they begin to function as professionals.

Not only do most CHS students graduate with a professional job placement in the human services, but they also leave a complete picture of how a competent professional practices, what characterizes his or her relations with clients and colleagues, and what constitutes the social environment within which they must work. Many of them have been forced to reorganize their lives. A large number of the students are wives and mothers "whose husbands still expect them to come home and cook dinner." The pressure is assumed willingly, however, and often results in a happy solution. One student describes the change for her:

> I have children in college and I have small children at home. Before my youngest didn't know how to play by themselves; I always had to be with them. Now because of all the school work I have, I had to rearrange my apartment so I could have a place to study and the children could have a place to play. And you know they don't even need me to play with them now.
>
> I have a boy at Harvard. He and my daughter would tutor me with my schoolwork. And he hasn't known quite what he wants to do, and one day he said to me, "Mama, seeing you work so hard makes me learn from you; I'm learning what I want to do now." So my children tell me now that they are learning from me.

The warmth of this woman seems typical of the students at CHS. They somehow seem to nurture each other. They enjoy each other.

Just as the College for Human Services has conceived an institutional mission beyond educational and professional objectives for its students, so are its achievements growing beyond the accomplishments of placement, salary and a sense of fulfillment for its graduates. CHS is changing a profession. Though the college may claim credit for coining a new name for an old group of professions or services, its impact on the human services is of greater importance. By placing several hundred CHS graduates in human service delivery jobs in New York City, the character of those services is undergoing a change. Recent CHS graduates, as noted, are being hired by previous graduates who have moved into supervisory positions. The college is seeking accreditation for its MHS degree. Should this be granted, the training of human service professionals in New York State will not be the same. The college, with its demonstrated excellence and achievements, leaves little room for the state to refuse the credential, except from a sense of tradition or sheer

institutional intransigent. The credentialed MHS degree will test further barriers to reform. Will unions recognize the degree? Will graduate schools? Whatever the answers to such questions, CHS through its presence, the force in numbers of its graduates, the organizing and proseltyzing work of its leadership, is on the cutting edge of a major reform in the delivery of human services. It evolved from its original feminist perspective to issues of a broader scale, of "social justice."

The evangelical mission of CHS may cause it serious problems, however. Without accreditation, the college will surely stumble, if not fall altogether. Its obligation to the students is painfully clear to CHS, but the college has staked its life on succeeding.

> You start talking about BA's and MA's with our students and you raise expectations. They become euphoric the first couple of months. But some of them won't make it. They're not yet guaranteed a degree, and without it there's no guarantee they can get a job. That's an explosive situation.
>
> Though they know it's not 100 percent true, they want to believe that a professional can be recognized on the basis of performacne, regardless of schooling. The explosion comes when the honeymoon is over. Students' whole lives are reorganized.
>
> We tell students there's a chance we may not get the degree. I'm up-front with my students. But because of its political fight, the college has to say to the state, "We will get the degree."
>
> There are serious questions beyond the degree. Even with it, will Al Shanker hire an MHS student as a teacher? Will the MHS be applicable to law school, or will the student have to go back for the BA? We tell the students about all these issues. But to some degree, you cannot prepare the student for the downer of not being hired.
>
> Five years ago I wouldn't say this, but today CHS is in the right place at the right time. There is a movement to change credentialing.

Funding the college is another problem. Support for the student stipends comes entirely from CETA money. Other funds come in from federal and private grants. Such support, dependent upon fluctuations in congressional appropriations and short term grants, is precarious at best. The president professess no great concern over the matter, and finds it ironic that the college should worry about "soft money" support when traditional institutions are having such difficulty with their "hard" support. Nevertheless, the college admitted no new students in 1973, partly because funding was delayed. (Also because the new two-year program was in the process of being planned.) Such fiscal brinksmanship, combined with the college's accreditation struggle, make for a high degree of risk. The uncertainties in the situation must be carefully and fully explained to students. The college's twelve year history and plans

for new sites indicate a stability that is reassuring.

The College for Human Services is an institution with a compelling vision for its students, for a profession and for the clients of that profession. Its ability to deliver on its wide-ranging promise is to date an unresolved question, equally compelling. The college has all but proved its educational merit, remarkably, on its own terms. Because of the challenge it represents, its success will not be an educational issue, but a political one.

Interviewees

Audrey Cohen, President
Kalu Kalu, coordinator-teacher
Tom Webber, coordinator-teacher
Class of Lisel Burns, coordinator-teacher
Class of Philip Werdell, coordinator-teacher
Steve Sunderland, Dean
Group Interview with six students
Pearl Daniels, Director of Admissions

CONTACT: William Hall, Director
School of Journalism
Ohio State University
Columbus, Ohio 43210
(614) 422-6291

OHIO STATE UNIVERSITY

School of Journalism

We are very typical. We are a good school. We are not unique, however. It's measured in the number of students attracted, the support from the institution, support from the alumni, quality of teaching and research capability of faculty. We have a nuts and bolts teaching faculty here at OSU.

-William Hall, Director
School of Journalism

ORIGINS - PURPOSES

The first journalism schools began around 1910. Prior to that most journalists were printers, taking on not only the responsibilities of writing a paper, but publishing it too. For the period between the first and second world wars, students graduating from both journalism schools and liberal arts institutions were finding jobs on city papers. After 1945, however, liberal arts students found it more difficult to get jobs with newspapers. Some faculty members at OSU attribute this to the increasing sophistication of journalism. Employers began to look to the journalism schools for first-time placements and began to recruit at the schools.

The profession of journalism is unique in that no degree or certification is required to practice the trade. There is no compelling reason for a person interested in a journalism career to get a journalism degree other than it enhances the chances of finding a job after graduation.

The journalism program at Ohio State University was begun in 1914. OSU's School of Journalism is described as a typical, solid program among the top twenty schools in the country. One distinguishing characteristic of the school is the academic and professional balance among its faculty. It was the conscious intent of the director of the school, when he came to OSU ten years ago, to achieve that balance. At the time there was not a single Ph.D. on the faculty. Now both professional and academic experience are represented on the faculty

in equal proportion. Such a balance serves well in a school which finds itself in two worlds: an uncertified professional world and a hierarchical, research-oriented academic environment.

Both journalists and educators recognize the importance of keeping these two worlds separate. An OSU faculty member:

> There will never be a credential for journalists. The very practice weighs against creating a hierarchy. Professional journalists are highly suspicious of any kind of certification. That's what freedom of the press means. Certification could be seen as regulation.

Another faculty member:

> The graduate program is theoretical, giving the student a framework. It is not a skills program, unless the student comes in with no journalism experience or unless they opt for it. A good analytical/theoretical perspective is given. It leads to an understanding of what makes a headline story, what makes a story float, developing a sense of being a public servant and understanding the responsibilities of being a pressman in a free society.

Another faculty describes two basic schools of thought in journalism education:

> At a journalism program like the one at Columbia University, the student is expected to go to a strong liberal arts college but not learn journalism. Then he spends a year at Columbia intensely studying journalism techniques. It's a four plus one year experience.
>
> The other approach is to teach an undergraduate degree in journalism. This was looked down on as a trade school. That view doesn't hold water, because journalism credits are less than a quarter of those needed to graduate with a baccalaureate degree. More than fifty schools offer a BA in journalism. This way the student gets both journalism preparation and liberal arts.

ACTIVITIES

The OSU School of Journalism operates from this second type of approach. The school offers an MA and BA in journalism. Graduate students come straight from their undergraduate careers, often as journalism majors, or have worked as a journalist for several years. About 120 students are enrolled in the masters program; between 600 and 700 undergraduates major in journalism.

The primary lab for the student is the OSU Lantern, the daily student paper. The Lantern has a daily circulation of 40,000 (there are 51,000 students at OSU). It is the thirteenth largest paper in the state, and provides a real world work setting for journalism students.

> The program tends to be professionally oriented, teaching the students more for the profession - investigative work, reviews, and criticism - than for the classroom. The OSU student is able to hit the ground running.

> The classes have students do what a newspaper would do. The Lantern is the laboratory newspaper for the School of Journalism. Professional papers and college papers don't like to have the kid goof while the paper gets the black eye. The paper is the best thing we have going.

The school focuses on print media. The costs of broadcast media are prohibitive. Though OSU has a student and university radio station and a broadcast lab, the lab lacks $250,000 worth of equipment to make it function. Faculty cite a natural competition between print and broadcast media which seems to result in the print-based focus of the school.

The school also focuses on reporting public affairs as opposed to foreign affairs. There are ample resources for such reporting in Columbus, the state's capital. Supported by an endowment, the Kiplinger Program of Public Affairs Reporting, now in its fourth year, works with a select group of students all with professional experience in public affairs reporting. Kiplinger courses are not open to all graduate journalism students. OSU has also been selected as one site for a National Investigative Reporter Data Center.

STUDENT OUTCOMES

There is somewhat of a dispute among OSU journalism faculty concerning what the outcomes of a professional degree for journalism should be. Most faculty agree on the concept that students gain "maturity, broader experience; they theoretically are better educated, we educate, not train." There is, however, an outspoken minority which argues that the purpose of higher education is largely vocational, to get a job. One faculty member has a sign outside his door which says "professor of hire education."

> The number one priority is to be self-supporting. After that we can work on the liberal arts. The main purpose of journalism school is to train journalists and get them jobs. My biggest drawing card is that I get my students jobs. This cultural nonsense about training people to think, to be logical; they should get that in all their classes. The main purpose is vocational.

Students express both points of view themselves. The editor of the Lantern:

> I wanted to get an outside experience. I'd like to be a reporter for a metropolitan daily. I don't feel a real strong connection between working on the paper and in the department. It's too easy to get through the lab sequence, to take it in stride. I'm constantly thinking of how what I write will help me get a job.

A graduate student:

> I felt an M.A. would be useful for job security and flexibility. There's something lacking in the B.A. preparation. The experience here is broader than I anticipated. I haven't sensed a division between OSU and 'the real world.' I haven't heard that in journalism. What is taught here is

useful, practical. I'm a veteran and I worked for two years before coming here. I know.

This is giving me the opportunity to use my skills. Now I'm learning the theory behand the practice. I'm learning how to research.

OSU graduates are quite successful in getting jobs. Though many faculty feel that employers recruit at OSU because they respect the quality of preparation received by the graduates, others concede that generally hiring tends to be on the upswing now. There seems to be some confusion over whether the job market is tight or employers are hiring. In any event, there is increased interest nationwide in journalism as a major, and OSU graduates consistently get jobs. One faculty member summarizes the trend in Journalism Education (January 1976, Peterson):

> That journalism enrollment has continued to grow at a much faster pace than higher education at the four-year level in general is evident. Also, that the growth in recent years has not been a flash in the pan brought on as some have suggested by the desire of young people to 'be Woodward and Bernstein.' The truth is more than likely that many young people believe in journalism's potential for 'changing the world,' and thus have chosen it as a field of study, as one might have selected political science a few years ago. This is not to suggest that everyone who comes into journalism wants to change the world through the mass media, but rather that by understnading the media a person can better understand the world around him/her.
>
> It would appear that journalism enrollments, despite a current lack of opportunities in the field for everyone, will continue to increase in the foreseeable future. Enrollments will grow as journalism education continues to grow in its new role of educating the consumer of media as well as the producer.

Interviewees

William Hall, Director
John Clarke, Faculty Member
Walt Serfert, Faculty Member
Paul Peterson, Faculty Member
Sharon Brock, Faculty Member/Administrative Assistant
Cliff Treyens, student
Gordon Dehler, student

EDUCATION AND WORK IN THE HEALTH PROFESSIONS

In addition to looking at individual campus programs combining work and education, the Project felt it important to take an initial look at groups of profiles of programs within major educational fields, such as programs for the health professions, educational professions, and legal professions. Such groups of profiles look at several levels of disciplines (certificate, A.A., B.A. and graduate) and at several phases and settings (from pre-counseling, academic learning, clinicial experience, licensing, to continuing education). It is felt that such an overview will assist in clarifying the roles of several kinds of institutions and agencies which are involved in planning, in educational programs, in licensing, in regulating, and in financing interrelated programs.

The health professions field was selected because of a continuing strong demand for professionals at many levels of health care delivery. It was also selected because the large number of profession levels provides both opportunities and challenges for coordinating learning situations (academic, clinical, and continuing education) among many members of health services teams. In addition, in many health professions schools and agencies there is strong support for examining the role of work in developing the curriculum, resulting in many curricular innovations.

This chapter sketches briefly three such programs and also draws information from two of the full-length program profiles. These are:

The Society for Health and Human Values (Philadelphia, Pennsylvania). The Society's Institute has gathered and published self-descriptive profiles of 29 programs at medical and health professions schools. Many of these programs have adopted work experience techniques designed to balance the curriculum between scientific/technical courses and courses involving the implementation of health care in human situations.

The Ohio Board of Nurse Education and Nurse Registration (Columbus, Ohio). In addition to its regulatory functions of nursing program approval and nurse registration, the Board assists a wide range of nursing programs (in hospital, technical school and university settings) to upgrade their curricula. The Board also lays the groundwork for statewide evaluation of student outcomes and statewide health planning activities.

McMaster University M.D. Program (Hamilton, Ontario). This program is an example of a medical school which is consciously student-centered and relies heavily on developing flexible problem-solving skills in several clinical and academic settings.

Essex Community College Mental Health Associate Program (Baltimore County, Maryland). A full-length profile described the Mental Health Associate Program which is part of a comprehensive health complex at Essex Community College. The program provides on-campus delivery of primary health and mental health services, clinically-oriented education in several allied health fields, and continuing education for health professionals from several disciplines and from several levels of educational preparation.

College for Human Services (New York, New York). The College for Human Services full-length profile describes a model of performance-based assessment in preparing health care workers either as human service professionals or as generalists. This profile includes a description of the problems of securing accreditation for such new approaches.

In all, the health professions educational field provides examples of curricula which combine education and work at intervals throughout the learning experience, and which allow a student to test out what he or she has learned in an academic atmosphere. This includes: 1) early exposure to clinical experience during the first year of training, 2) several levels of credentialing which allow a person to get practical experience under a professional status before being required to make decisions about the future, and 3) frameworks for continuing education for persons at several levels of health professions. As such these programs are focused on student outcomes which are experiences and understood by students who are going through the process.

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SOCIETY FOR HEALTH AND HUMAN VALUES

Philadelphia, Pennsylvania

Nothing so uniquely characterizes a culture as the image it fabricates of man. A mature culture confers on that image a wholeness which harmoniously unites the disparate elements of human existence giving them comprehensibility and direction. When a culture lacks this harmony, it is reflected in the confusion and alienation in the personal lives of its members. It is precisely the lack of harmony which constitutes the central cultural deficiency of our times.

The technology of medicine is based on the biological sciences, the behavioral and social sciences and the humanities.... The ignorance and neglect of psychological, social and economic issues and the lack of a quest for meaning in medical care are responsible for much of what is deplorable and deficient in modern medicine. Some of these problems can be solved by scientific exploration in the behavioral and social sciences; others can be approached by reasoning, which philosophers have developed over the centuries.

-Edmund Pellegrino, M.D., and Fritz Redlich, M.D.
in "Medicine and Philosophy" published by the
Society for Health & Human Values, 1974

ORIGINS

"A committee, formed in 1963, began meeting to explore questions of human values in medical education. In 1969 this committee evolved into the Society for Health and Human Values."* The Society's activities are supported by foundations concerned about humanities, religion and the condition of American society. Its work includes directing the Institute on Human Values in Medicine Program (described below) and the Ministers in Medical Education Program, conducting various research projects, and publishing the Journal of Medicine and Philosophy. In 1970, the National Endowment

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*This and subsequent quotations and information are from pamphlets describing the Society for Health and Human Values and the Institute for Human Values in Medicine, and from the publication "Human Values Training Programs for Health Professionals," Third Edition, 1976 (edited by Thomas McElhinney), which contains self-descriptions of programs from twenty-nine medical and health professions schools.

for the Humanities began major financial support for the Society's Institute on Human Values in Medicine, which focuses on the structure and content of medical evaluation. The Institute's activities include resource services (team visits to medical schools), fellowships, dialogues between disciplines, and publications. Much of the push behind the activities of the Institute comes from faculty members in medicine and other disciplines who are concerned about the isolation of the education of health professionals not only from the behavioral sciences and humanities, but also from other health professionals and from early opportunities to interact with persons seeking health services.

PURPOSES

"Various cultural, educational and medical needs became more focused during the '60s.... One was that a period of valuing was at hand. There had been, after the Second World War, a great drive for new knowledge. Research was funded in increasingly larger amounts. New knowledge was developed in all scientific fields, especially in the discipline of medicine.... It was a time of great advances in ideas, in practice, in buildings, in hospitals and in schools. By the mid sixties a time of reflection and evaluation had begun, slowly at first, but then hastened by international problems. A simple basic question was 'How are we using our knowledge and how is it affecting people?'

"Along with this movement to a position of reflection and evaluation, came an awareness that the great degree of specialization which had developed was actually creating new problems at the same time that it solved old ones."

The Society for Health and Human Values was formed for the purpose of encouraging individual campus programs to create a new balance in the experiences of students in medical and other health professions schools. The Society advocates the position that curricula should include not only the hard sciences, but also the behavioral and social sciences, humanities, and early clinical contact with patients.

ACTIVITIES

The activities to rebalance the curriculum are quite broad. They include advocating that the curriculum incorporate courses which involve combinations of the behavioral sciences. "The unifying principle is a central concern for teaching and learning about the centrality of human values in medical practice and decision-making. To a varying degree, there is also the aim of reinforcing the liberal and humanistic education of students of the health professions."

Those who teach vary in background experience as much as the courses vary in content. They include philosophers, historians, theologians, anthropologists, sociologists, and lawyers, as well as academic clinicians. "This is one of the few fields in which interdisciplinary education comes without artificial constraint. What is not developed so intensively as one would hope is the potential for inter-professional educational experiences.

Periodically the Society publishes "Human Values Training Programs for Health Professionals," a pamphlet which contains descriptions of schools which utilize the interdisciplinary approach to educating health professionals. In the 1976 edition twenty-nine balanced-program schools are listed, compared to nineteen in the second edition and eleven in the first. There is an additional dozen embryonic programs which have not yet been included since their definition or status is as yet uncertain. In all, "approximately one-third of the medical schools in the United States are undertaking to teach some aspect of human values or the humanities." The activities of the schools focus on: 1) courses or seminars developed in cooperation with other disciplines such as "medicine and philosophy," "medicine and history," etc.; 2) special forums for students from several disciplines which focus on current policy or ethical issues of substantial interest such as medical malpractice or abortion; 3) required courses which often involve ethical questions faced by health practitioners; and 4) clinical experiences in the first or second year, supplemented by seminars which provide an opportunity to discuss the issues after a student gets a feeling for their personal relevance.

EDUCATION AND WORK IN TEACHER EDUCATION

The limited resources for this study prevent us from profiling the several teacher education sites we selected. The sites are listed below along with contact persons.

The preparation of educational personnel is central to developing educational practices relating the purposes of work with the purposes of education. The three programs listed below do not represent a cross-section of teacher education programs. Rather, they were selected as effective programs within "mainstream" and "non-mainstream" traditions.

contact: Vito Perrone, Dean
Center for Teaching and Learning
Box 8158
University of North Dakota
Grand Forks, North Dakota 58202
(701) 777-2674

contact: Lillian Weber, Director
Workshop Center for Open Education
6 Shephard Hall
City College of New York
Convent Avenue and 140th Street
N.Y., N.Y. 10031
(212) 368-1619

contact: Dillon Platero, Director
Navajo Division of Education
The Navaho Teacher Education Development Program
The Navaho Tribe
Window Rock, Arizona 86515
(602) 871-4941

CONTACT: Louise Kline
Ohio Board of Nurse Education
& Nurse Registration
180 East Board Street; #1130
Columbus, Ohio 43215
(614) 466-3947

OHIO BOARD OF NURSE EDUCATION AND NURSE REGISTRATION

Columbus, Ohio

ORIGINS AND PURPOSES

State licensing, regardless of profession, is regarded as a quality control mechanism to ensure professional standards. The same is true of state regulation or approval of educational programs or institutions. These processes are normally thought to happen at the cost of innovation in curriculum. The Ohio Board of Nurse Education and Nurse Registration has proved an exception to this perception. In addition to the licensing and approving roles which are typical of most state nurse certification agencies, on questions involving curricula the Board has evolved a consultative relationship with its client programs and institutions. Indeed, staff of the Board are quick to point to their name - Board of Nurse Education - as an indication of their involvement in the process of educating nurses.

The state law under which the Board operates provides it with the authority to judge the adequacy of nurse education programs, whether they are one-year practical nurse programs, hospital-based diploma programs of two to three years, associate degree programs of two years duration, or four to five year baccalaureate degree programs. The law states:

> The board may change or amend its rules when necessary. The board may make provision in its rules prescribing the subjects in which applicants for certificates as registered nurses and applicants for licenses as licensed practical nurses shall be examined; the conduct of such examinations; the manner and form of applications for admission to such examination, and other applications; the educational requirements for such admission; the minimum curricula and standards for educational programs of schools of professional nursing and of schools of practical nursing in the state; the standards for approving such schools of professional nursing and practical nursing; the preliminary educa-

> tional requirements of applicants for admission to such professional and practical nursing schools; the method of evaluating the educational credits of such applicants....

This legislative mandate is translated by the Board as a charge to establish minimum standards which both practical and registered nursing programs must meet to retain approved status. This is seen by staff of the Board as a distinctly different role from the judging (or accrediting) of the quality of specific programs. The National League of Nursing is seen as a private voluntary organization which more appropriately makes judgments about exemplary nurse education programs. The Ohio board is notable, however, in its conscious decision to encourage, through its supportive relationship with its client programs, innovation and upgrading of curriculum to meet newly identified nurse education needs. This role is normally thought more appropriately handled by accrediting bodies or professional associations.

ACTIVITIES

There are 111 nursing programs in Ohio: 12 offer the B.S. degree in nursing; 24 offer the Associate degree for two-year programs; 33 are hospital-based diploma programs of two to three years; 42 are licensed practical nurse programs. The relationship each type of institution and program has with the Board differs according to the nature of the program. For example, collegiate programs tend to rely less on the Board as an educational and professional resource because the academic preparation of faculty enables them to be more self-directing.

One case in point is the B.S. program in nursing at Ohio State University. Considerable thought and planning has gone into the program which seeks to blend a philosophy of nursing with a philosophy of learning in order to educate nurses who can function as independent practitioners. The OSU program, which educates generalists, developed a curriculum which concentrates on four basic concepts: social systems, interpersonal relations, perception, and health. These concepts are taught in a systems approach focused on personal, interpersonal and sociocultural dimensions.

Though the limitations of this paper do not allow an extended discussion of the OSU program, the important point to note is that it goes far beyond the minimum standards of the State Board. The OSU program describes its relation with the Board and the nursing profession:

> Nursing is emerging as a discipline, moving much more toward educating the independent practitioner. We are constantly updating our knowledge, trying to avoid graduating vintage nurses, by incorporating nursing and education research, and a methodology which helps the student learn the process of systematic inquiry.
>
> We received an HEW Division of Nursing five year curriculum development grant. Because of these resources, we did not use the State Board as a resource. They would have been willing. On visits they are helpful and supportive. We meet, and must meet, state requirements but we go far beyond that. Frequently we don't look like a traditional nursing program. The Board has been flexible with us, more so than other state boards would have been. There are different levels of basic nurse preparation. The Board obviously knows that the baccalaureate programs go above and beyond the criteria set by the state. The State Board performs a valuable role in providing evaluative service to meet its requirements. We believe in self-evaluation.
>
> Our program doesn't fit with standard descriptions of requirements. Other B.S. programs have the same problems. We use so many agencies, where as a diploma program will use their own hospital. The licensing exam does not totally represent what students learn. It tests a medical model, rather than a nursing model. This is changing slowly.

The nursing program at Columbus Technical Institute exemplifies two year Associate programs. It was developed as one of many degree offerings at CTI and was approved by the State Board in late 1971. The director of the program describes the relationship with the State Board:

> CTI first opened in 1970. Our curriculum was designed at that time to allow practical nursing students to take the state certification exam at the end of their fourth quarter. The State Board rules didn't allow it then without cumbersome procedures. A revised curriculum plan was developed and presented to the State Board in November of 1975. The curriculum plan allowed students to have dual enrollment in the Practical Nurse and Associate degrees programs. Students are now able to complete the PN program and go on to earn an associate degree without changing programs.
>
> The staff of the State Board of Nursing was helpful in working out this new curriculum plan.

For hospital-based programs which normally do not have the resources to commit to educational development, the State Board is viewed much more affirmatively as a resource. The director of a hospital-based program:

> We use the Board as a resource for areas of curriculum change. We normally had one quarter maternity and one quarter pediatric for nurses, we wanted to combine the two. We asked the Board for ideas and were given contacts to visit at schools which had done the same thing. The Board is advisory in helping us know what other schools are doing.

A notable quality of the Ohio Board is the clarity with which it views its role. Its staff members are called consultants, not examiners or inspectors, in a conscious effort to avoid being characterized as such boards as barber examiners. Board members also are involved in state legislative activity. The Nurse Practice Act is slated for revision during 1977 and the Board, as well as nurse educators like those at Ohio State University and the other types of schools, will participate in the debate. Such issues as requiring continuing education for certified and registered nurses will be debated, as well as the state licensing exam and issues such as the amount of clinical experience required of the nursing programs. The sophistication of the Board's staff and of the leading educators in the state reflects an emerging view of the nurse as an independent practitioner who has been educated in a collegiate setting. This view is quite different from the original view of nurse education in which nurses were trained in hospital settings by other nurses.

There seems to be some question about the degree to which the State Board should become involved as an educational resource agency. Though the consulting service may be an appropriate strategy to obtain Federal funding to facilitate state planning, some practioners and Board staff feel it may lead to an encroachment on the state's licensing and accrediting authority by an agency at the federal level. There is general agreement, however, that the Board could usefully serve a planning function through a federally-sponsored manpower projection grant. Such assistance would enable the Board to better track and evaluate the educational experiences of nurses and to predict the health care profession's work force needs. For although the Board is well-staffed in comparision to other state boards, it is taxed to fulfill its regulatory functions. Involvement in work force projections and evaluation activities would require additional resources.

Interviewees

Carol Meade, Director, Columbus Technical Institute Nursing Program
Barbara Chapman, Curriculum Coordinator, CTI
Frieda Shirk, Capitol University School of Nursing; President, Ohio Board of Nurse Education and Nurse Registration
Louise Kline, Assistant Executive Secretary, Ohio Board of Nurse Education and Nurse Registration
Stella Piotrowski, Consultant, Ohio Board of Nurse Education and Nurse Registration
Jean Daubenmere, Acting Director, Undergraduate Nursing Program, Ohio State University
Helen Fenence, Coordinator, Nursing Program, Ohio State University
Eleanor Wilson, Director, Mt. Carmel School of Nursing